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ABSTRACT

Results of a 1983 evaluation of Pennsylvania's ACT 101 programs, which provide support services to educationally and economically disadvantaged college students, are presented. Attention focuses on: the achievement and persistence of this population of students in 1975, 1977, and 1979; the attitudes of currently enrolled students; the attitudes and achievements of recent alumni; and the awareness and support of college administrators. Findings include the following: the persistence to graduation of ACT 101 students was above the U.S. average and far above what might be expected in the absence of special treatment; the attitudes of ACT 101 students toward college services were more positive than those observed nationally, especially for those services (counseling, tutoring) that constitute the core of the program; ACT 101 alumni tended to be more positive about their college experiences than were U.S. alumni in general; and administrators on the various campuses were well aware of the ACT 101 program and were highly supportive of it. Student case study results are also discussed. The following questionnaires, which were used in the evaluation, are appended: American College Testing Program (ACT) Student Opinion Survey, ACT Program Alumni Survey, and Pennsylvania program-specific student and administrators surveys. (SW)

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The Impact of Act 101 Programs in Pennsylvania

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November 1983

THE IMPACT OF ACT 101 PROGRAMS IN PENNSYLVANIA

Submitted by:

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Submitted to:

Pennsylvania ACT 101 Program Directors

November, 1983

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I. ACKNOWLEDGEMENTS

A study of this complexity requires the support of a great number of individuals. The authors are indebted to the ACT 101 project directors, especially Dr. Elnetta Jones, Ms. Willie Woods, Ms. Patricia Brackbill, Mr. Eddie Manning, Dr. Alonzo Cavin, Dr. Valerie Cade, Dr. Gene Gordon, Mr. Neal Simpson, and Dr. Jesse Bryan.

The Pennsylvania Department of Education was very helpful in designing and conducting the study. The contributions of Ms. Gerry Woods Cooper of the ACT 101 Office and Commissioner James Gallagher were especially noteworthy.

A large number of people assisted with the difficult tasks of form distribution, data validation and entry, computer programming, statistical analysis, table construction, etc. Ms. Terri Dero, Ms. Anne Burris, and Mr. George Ferris were of special assistance in this area.

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II. EXECUTIVE SUMMARY

The ACT 101 program is funded by the Pennsylvania Legislature and provides support services such as counseling, tutoring, etc., to educationally and economically disadvantaged students not normally admittable to college.

A study to determine the overall impact of the Commonwealth's 67 ACT 101 programs was conducted during the period January, 1983, to October, 1983. The study was performed by research consultants in cooperation with a committee of ACT 101 project directors.

The study employed random samples of such a magnitude that inferences to the overall ACT 101 population could be made with minimal error. No attempt was made to assess the 67 individual programs.

The research design focused on:

1) the achievement and persistence of those students who entered the program in 1975, 1977, and 1979.
2) the attitude of currently enrolled students.
3) the attitude and achievements of recent alumni.
4) the awareness and support of college administrators.

In each section, the observed results were compared to those one might reasonably expect in the absence of an ACT 101 program.

The major conclusions are:

1) The persistence to graduation of ACT 101 students is above the U.S. average and far above what might be expected in the absence of a special treatment.
2) The attitude of ACT 101 students toward college services is more positive than that observed nationally especially for those services (counseling, tutoring, etc.) which constitute the core of the program.

3) ACT 101 alumni tend to be more positive about their college experiences than U.S. alumni in general.

4) Administrators on the various campuses are well aware of the ACT 101 program and are highly supportive of it.

The data indicate that the performance of ACT 101 students has been significantly enhanced by the program. These students entered college with predicted grade point averages (GPA's) below 2.00. The research indicates that relatively few of these high risk students can be expected to graduate. Most of these youngsters did graduate, however, and some went on to Law, Medical, Dental, and Graduate school. They are working as nurses, teachers, engineers, social workers, military officers, accountants, etc. The vast majority of these beneficial outcomes are attributable to the ACT 101 program.

III. BACKGROUND

In the Fall of 1982, the directors of Pennsylvania's Act 101 programs decided that a systematic assessment of its impact should be made. The Act 101 programs being conducted in 67 Pennsylvania schools, colleges, and universities provide counseling, advisement, tutoring, etc., to approximately 9,000 students from disadvantaged backgrounds. While the directors were aware of many success indicators, there had never been a well-designed study to document the effectiveness of the total system of programs. In the Winter of 1983, the directors retained several research consultants and assessed themselves approximately $10,000 to conduct the study. During the period of January to March, consultants and a subcommittee of seven program directors formulated a research design.

They determined objectives, identified samples, developed instruments, and indicated methods of analysis. Packets requesting impact data were sent to each campus director in March of 1983. The study was endorsed by Dr. James Gallagher, the Pennsylvania Commissioner of Higher Education. His letter of March, 1983, to the 67 College Presidents was very helpful in securing widespread cooperation. The data were gathered and analyzed in the Spring and Summer of 1983. The Final report was completed in October, 1983.

II. DESIGN OF THE STUDY

The purpose of the study was to document the effects of the Act 101 programs in the Commonwealth of Pennsylvania. Since the total system rather than its individual components was being assessed, sampling procedures were appropriate. The sample size (N=500) was selected to insure that 95% of the time population and sample proportions would differ by less than .05. The intent was to describe the total system, not the individual component colleges. This procedure allowed accurate system assessment without unduly raising anxiety levels on the various campuses.

The design addressed itself to process and product variables. Process variables are those services which have been rendered to Act 101 participants. They include, but are not limited to, instruction, advisement, counseling, tutorial assistance, etc. Product variables are those outcomes which can reasonably be assumed to have resulted from Act 101 services. Key product variables are academic performance, persistence, and graduation.

The major components of the study were as follows.

A. Fall Cohorts of 1975, 1977, and 1979

Each college selected a random sample of 20% of their Act 101 freshmen who first entered college in the Summer or Fall of those years. The information provided for each student included:

1. ID#
2. Sex
3. SAT-V or equivalent
4. SAT-M or equivalent
5. HSR
6. C-GPA for each semester enrolled

7. Attendance or non-attendance for each of nine semesters (five semesters for two-year colleges)

8. Major for each semester enrolled

These cohorts (1975, 1977, and 1979) were selected because they represented the recent history of the Act 101 program yet allowed sufficient time for such behaviors as academic performance, persistence, selection of major, and graduation to emerge.

These data were analyzed separately for two and four-year institutions. Means, standard deviations, and intercorrelations were computed.

B. American College Test (ACT) Student Opinion Survey

The ACT Student Opinion Survey was administered to a random sample (N=500) of currently enrolled students. The ACT Survey determines student satisfaction with various services and the extent to which they are utilized. This survey is standardized, computer scored, and has the advantage of national norms. The survey was scored separately for two and four-year institutions as well as for race, sex, and residence subgroups.

C. American College Test (ACT) Alumni Survey

The ACT Alumni Survey was administered to a random sample (N=500) of Act 101 graduates who entered college in the Summer/Fall of 1977. These students would probably have graduated from two-year colleges in 1979 or 1980 and from four-year institutions in 1981 or 1982. The interval between graduation and being surveyed was deemed sufficient to allow for real world experience and the retention of college memories.

D. Project Developed Student Survey

The ACT Student Opinion Survey is an excellent instrument with national normative data. It is a generic instrument intended for college-wide assessment, however, and does not focus on all components of the Act 101 program. A survey was developed by the directors and research consultants which sought student opinion on Act 101 tutoring, counseling, etc., and on the attitudes of Non-Act 101 students/faculty toward the program.

A 10% random sample was selected at each school to complete the Act 101 Student Survey. It was analyzed separately for two and four-year institutions. It also served to verify the responses elicited by the ACT Survey.

E. Survey of Administrators

A brief survey was constructed to determine the awareness, attitudes, etc., of school administrators toward the ACT 101 program. It was distributed to the Chief Student Personnel Officer and the Chief Academic Officer on each campus. It was also given to the supervisor of the ACT 101 program director in the event that person was not the Chief Student Personnel or Academic Officer. The data were analyzed separately for two and four-year institutions.

F. Case Studies

ACT 101 program directors were asked to briefly describe program participants whose performance has been exceptionally noteworthy. These were reviewed and several such "success cases" are described in this report.

The general focus of the study revolved around what was observed and might be expected in the absence of the Act 101 treatment. The differences could be attributed to treatment effect.

V. FALL COHORTS OF 1975, 1977, and 1979

Any assessment of ACT 101 program impact must focus on the performance and persistence of its students. The facilities, program, and staff exist to serve the students and increase the probability of their graduation.

Students admitted to the ACT 101 programs have average predicted college grade point averages (GPA's) below 2.00. Their high school achievement levels and performance on college entrance exams is considerably below average. A Pennsylvania Department of Education summary[1] reported 1981-82 Scholastic Aptitude Test Score averages of 342 on Verbal and 367 in Mathematics for ACT 101 students. The national averages for these tests for all students were 424 and 466 respectively. A thorough study by Astin[2] indicated that the greatest prediction factor of student persistence is his/her past academic record and academic ability. Other significant factors were college finances, study habits, and educational attainment of the parents. On the basis of this and other current research, one could assume that ACT 101 persistence/graduation rates would be considerably below the national average. If the ACT 101 programs were effective, however, graduation rates might approach the national norm, and if the programs were very effective, they would exceed it.

A special form (Appendix A) was designed to gather performance data on a 20% random sample of students first entering the ACT 101 program in the Summer/Fall of 1975, 1977, and 1979. Fifty-eight of the 67 schools (87%) submitted some data in time for inclusion in this study. The data were analyzed separately for two and four-year institutions.

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[1]Brehman, George E. "A Tabular Summation of 1981-82 Higher Education Equal Opportunity Program Survey Findings." Pennsylvania Department of Education, 1982.

[2]Astin, Alexander W. "Preventing Students from Dropping Out." San Francisco, Jossey-Bass, 1976.

Tables I through VIII indicate the performance of students entering two-year institutions in 1975, 1977, and 1979. Table I shows that the sample size increased significantly from 1975 (N=81) to 1979 (N=212). This is compatible with increased program enrollments and the fact that several institutions initiated their programs after 1975. The high school ranks hovered around the 50th percentile. First semester grade point average (GPA) has increased steadily from 1.75 in 1975, to 2.17 in 1977, to 2.35 in 1979. The percentage of students who graduated or are still enrolled has also shown steady improvement. Thirty-four and six-tenths percent (34.6%) of the 1975 cohort graduated by the time of the survey. This compares with 38.0% of the 1977 entrants and 42.5% of the 1979 group. Cope and Hannah reported that community/two-year college graduation rates are very difficult to ascertain. Their research lead them to estimate that only 20% of this group earn an associate degree. This analysis indicates that the ACT 101 program has done an excellent job in enabling high risk students to graduate in proportions far above the national average.

Table II shows that female graduation rates exceeded those of male students although their GPA's tended to be lower.

Table III indicates that students who fail to persist typically give no indication of why or list personal reasons. Academic failure, a reason listed prominently in national studies, is rarely associated with this group's attrition. The steady reduction in the dropout rate from 41.9% in 1975 to 33.1% in 1977 to 29.2% in 1979 is commendable.

Majors selected by students appear to be stable over time. Students entering in 1975 tended to major in Liberal Arts, Business Administration, and Nursing (Table IV). Four semesters later, these were still the most

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[3]Cope, Robert, and Hannah, William. "Revolving College Doors." New York, John Wiley & Sons, 1975.

popular majors. The fact that Nursing was the primary major in the fifth and sixth semester indicates the difficulty of completing that program in two academic years.

The majors selected by the 1977 and 1979 groups were more diverse but still clustered around Liberal Arts, Business Administration, Secretarial Studies, and Nursing. Criminal Justice, Data Processing, and Accounting appear to be emerging areas.

Table VII shows that the percentage of each cohort known to have transferred has increased from 13.6% in 1975 to 22.6% in 1979. While this is commendable, at least part of this increase is attributable to the recency of the cohort and improved record keeping at the individual schools. The only discernable transfer pattern is a preference for Pennsylvania four-year institutions.

Predicting the performance and persistence of ACT 101 students is very difficult. This is documented by the fact that each of these students had a predicted GPA less than 2.00 yet their persistence to graduation exceeded the national average. Table VIII shows the correlation between student performance and such predictions as sex, high school rank, high school average, and Summer or Fall entry date. Dichotomous variables are scored as 0 or 1. For example, sex is recorded as 0 = male, 1 = female; initial enrollment date is designated as 0 = Fall and 1 = Summer. The only significant correlation for the 1975 group was between high school rank and persistence to the third semester. The relationship, however, was negative with higher ranking students tending not to re-enroll.

The 1977 cohort yielded several significant correlations including a positive relationship between high school average and both first semester GPA and graduation. High school rank was positively correlated with

TABLE I

ACADEMIC CHARACTERISTICS OF ACT 101 STUDENTS ENTERING TWO-YEAR COLLEGES IN THE SUMMER/FALL OF 1975, 1977, 1979

	Sample N	Mean High School Rank (%)	Mean High School Average	% Initial Entry Summer	% Initial Entry Fall	Mean First Semester GPA	% Attrition	% Graduated	% Still Enrolled (At Sixth Semester)
1975									
Male	56	53	2.26	0.0	100.0	1.71	43.9	33.9	23.2
Female	25	68	1.93	4.0	96.0	1.75	40.0	36.0	24.0
Total	81	56	2.16	1.2	98.8	1.72	41.9	34.6	23.5
1977									
Male	46	60	2.51	15.2	84.8	2.24	37.0	32.6	30.4
Female	75	41	2.63	6.7	93.3	2.14	20.7	41.3	28.0
Total	121	44	2.60	9.9	90.1	2.17	33.1	38.0	28.9
1979									
Male	86	51	2.16	5.8	94.2	2.31	31.4	36.0	32.6
Female	126	45	2.34	6.3	93.7	2.37	27.8	46.8	25.4
Total	212	49	2.23	6.1	93.9	2.35	29.2	42.5	28.3

TABLE II

PERSISTENCE AND PERFORMANCE OF ACT 101 STUDENTS ENTERING TWO-YEAR COLLEGES IN THE SUMMER/FALL OF 1975, 1977, 1979

	% Enrolled			Cumulative GPA		
	Male	Female	Total	Male	Female	Total
1975						
Semester[a] 1	100.0	96.0	98.8[b]	1.71	1.75	1.72
Semester 2	83.9	76.0	81.5	1.95	2.07	1.98
Semester 3	55.4	60.0	56.8	2.30	2.08	2.23
Semester 4	50.0	44.0	48.1	2.30	2.08	2.24
Semester 5	28.6	24.0	27.2	2.39	2.31	2.37
Semester 6	23.2	24.0	23.5	2.31	1.97	2.20
GRADUATED	33.9	36.0	34.6	2.63	2.19	2.49
1977						
Semester[a] 1	97.8	98.7	98.3[c]	2.24	2.12	2.17
Semester 2	87.0	94.7	91.7	2.21	2.23	2.23
Semester 3	63.0	69.3	66.9	2.37	2.37	2.37
Semester 4	52.2	60.0	57.0	2.61	2.30	2.41
Semester 5	37.0	37.3	37.2	2.49	2.21	2.32
Semester 6	30.4	28.0	28.9	2.50	2.20	2.32
GRADUATED	32.6	41.3	38.0	2.84	2.65	2.72
1979						
Semester[a] 1	91.9	98.4	94.8[d]	2.31	2.37	2.35
Semester 2	89.5	91.3	90.6	2.29	2.38	2.34
Semester 3	72.1	81.0	77.4	2.51	2.46	2.48
Semester 4	61.6	68.3	65.6	2.49	2.56	2.54
Semester 5	38.4	35.7	36.8	2.49	2.45	2.47
Semester 6	32.6	25.4	28.3	2.29	2.42	2.36
GRADUATED	36.0	46.8	42.5	2.71	2.75	2.74

[a]Semesters represent Fall and Spring
[b]One Summer entrant not enrolled Semester 1
[c]Two Summer entrants not enrolled Semester 1
[d]Nine Summer entrants not enrolled Semester 1

TABLE III

COMPARATIVE RATES OF GRADUATES, PERSISTERS, AND DROP-OUTS

FOR ACT 101 STUDENTS ENTERING TWO-YEAR COLLEGES

IN THE SUMMER/FALL OF 1975, 1977, 1979

	% Graduated	% Persisted (At Sixth Semester)	% Drop-Out	Reasons for Drop-Out	
1975	34.6	23.5	41.9	Personal	18.5%
				No Reason Given/Moved	12.3%
				Academic Failure	7.4%
				Employment	6.2%
				Medical	3.7%
				Financial	1.2%
1977	38.0	28.9	33.1	Personal	12.4%
				No Reason Given/Moved	10.7%
				Employment	9.9%
				Academic Failure	4.1%
				Medical	1.7%
1979	42.5	28.3	29.2	Nc Reason Given/Moved	12.7%
				Personal	9.0%
				Academic Failure	5.2%
				Employment	4.7%
				Financial	1.9%
				Medical	1.9%

TABLE IV

MAJOR FIELD OF STUDY RANKED BY SEMESTER FOR ACT 101 STUDENTS

ENTERING TWO-YEAR COLLEGES IN THE SUMMER/FALL OF 1975

Rank	Semester 1 (N=80)	Rank	Semester 2 (N=67)	Rank	Semester 3 (N=48)	Rank	Semester 4 (N=39)	Rank	Semester 5 (N=24)	Rank	Semester 6 (N=19)
1	Liberal Arts	1	Liberal Arts/ Business Administration	1	Business Administration	1	Business Administration/ Nursing	1	Nursing	1	Nursing/ Liberal Arts
2	Business Administration	2	Nursing	2	Nursing	2	Liberal Arts	2	Business Administration/ Liberal Arts	2	Business Administration
3	Nursing	3	Accounting	3	Liberal Arts	3	Undeclared				
4	Accounting	4	Data Processing	4	Data Processing/ Education/ Undeclared	4	Accounting				
5	Data Processing	5	Education/ Undeclared	5	Accounting						
6	Education/ Secretarial Science/ Undeclared	6	Communications/ Criminal Justice/ Secretarial Science								
7	Communications/ Criminal Justice/ Medical Technology										

TABLE V

MAJOR FIELD OF STUDY RANKED BY SEMESTER FOR ACT 101 STUDENTS

ENTERING TWO-YEAR COLLEGES IN THE SUMMER/FALL OF 1977

Rank	Semester 1 (N=120)	Rank	Semester 2 (N=109)	Rank	Semester 3 (N=81)	Rank	Semester 4 (N=69)	Rank	Semester 5 (N=45)	Rank	Semester 6 (N=35)
1	Liberal Arts	1	Liberal Arts	1	Liberal Arts	1	Liberal Arts	1	Liberal Arts	1	Liberal Arts
2	Business Administration	2	Business Administration	2	Business Administration/Nursing	2	Business Administration/Nursing	2	Engineering/ Nursing	2	Accounting/ Business Administration/ Engineering
3	Secretarial Science	3	Secretarial Science	3	Secretarial Science	3	Accounting	3	Accounting/Business Administration/Community Services/Education/Secretarial Science	3	Art/Community Services/ Education/ Nursing
4	Nursing	4	Nursing	4	Accounting	4	Secretarial Science				
5	Accounting	5	Accounting	5	Engineering	5	Engineering				
6	Criminal Justice/Data Processing/ Education	6	Data Processing/ Community Services	6	Art/Criminal Justice/Education/ Electronics/ Undeclared	6	Art/Education/ Undeclared				
7	Community Services	7	Art/Criminal Justice/Education								
8	Allied Health/ Architecture/Art/ Child Development/ Electronics/ Marketing/Public Relations/ Undeclared	8	Allied Health/ Child Development/ Electronics/Engineering/Public Relations/ Undeclared								

TABLE VI

MAJOR FIELD OF STUDY RANKED BY SEMESTER FOR ACT 101 STUDENTS

ENTERING TWO-YEAR COLLEGES IN THE SUMMER/FALL OF 1979

Rank	Semester 1 (N=194)	Rank	Semester 2 (N=178)	Rank	Semester 3 (N=148)	Rank	Semester 4 (N=130)	Rank	Semester 5 (N=70)	Rank	Semester 6 (N=49)
1	Liberal Arts	1	Liberal Arts	1	Liberal Arts	1	Liberal Arts	1	Liberal Arts	1	Liberal Arts
2	Secretarial Science	2	Business Administration	2	Secretarial Science	2	Secretarial Science	2	Business Administration/Nursing/ Secretarial Science	2	Data Processing
3	Business Administration	3	Secretarial Science	3	Business Administration	3	Business Administration	3	Data Processing/ Education	3	Education
4	Nursing	4	Nursing	4	Nursing	4	Nursing	4	Accounting/Child Development/ Criminal Justice/ Engineering/Mental Health/Occupational Studies	4	Business Administration Secretarial Science
5	Education	5	Accounting	5	Criminal Justice	5	Criminal Justice			5	Child Development/Criminal Justice Engineering/ Nursing/Mental Health/ Occupational Studies
6	Accounting	6	Criminal Justice Data Processing/ Education	6	Data Processing/ Education	6	Data Processing/ Education				
7	Criminal Justice/ Data Processing	7	Architecture/ Electronics/ Public Relations/ Undeclared	7	Accounting	7	Undeclared				
8	Public Relations	8	Child Development/ Engineering Marketing/Welding	8	Child Development/ Undeclared	8	Architecture/ Child Development/ Electronics/ Engineering/ Marketing				
9	Architecture/ Electronics/ Undeclared			9	Architecture/ Electronics/Engineering/Marketing/Public Relations/Electronics						
10	Child Development/ Engineering/ Marketing/Welding										

TABLE VII

TRANSFER PATTERNS OF ACT 101 STUDENTS ENTERING TWO-YEAR COLLEGES

IN THE SUMMER/FALL OF 1975, 1977, 1979

	% Known To Have Transferred	Colleges Most Frequently Transferred To	
1975	13.6	Messiah College	2.5
		New York City Community College	1.2
		Bloomsburg State College	1.2
		Kutztown State College	1.2
		Penn State University	1.2
		Robert Morris College of Pennsylvania	1.2
		University of Pittsburgh	1.2
		University of Virginia	1.2
		Warner Southern College	1.2
1977	12.4	Penn State University	2.5
		Temple University	2.5
		Youngstown State University	.8
		Chester County Hospital of Nursing	.8
		Geneva College	.8
		Haverford College	.8
		LaSalle College	.8
		East Stroudsburg State College	.8
		Kutztown State College	.8
		University of Pittsburgh	.8
		West Virginia University	.8
1979	22.6	University of Tennessee at Knoxville	.9
		Drexel University	.9
		Harrisburg Area Community College	.9
		Lehigh University	.9
		California State College of Pennsylvania	.9
		Indiana University of Pennsylvania	.9
		Millersville State College of Pennsylvania	.9
		Robert Morris College of Pennsylvania	.9
		Temple University	.9
		University of Pittsburgh	.9

TABLE VIII

CORRELATIONS BETWEEN PREDICTORS AND SUCCESS CRITERIA FOR ACT 101 STUDENTS ENTERING TWO-YEAR COLLEGES IN THE SUMMER/FALL OF 1975, 1977, 1979

Predictor	First Semester GPA		Enrolled Third Semester		Graduated	
1975						
Sex (1=Female, 0=Male)	.02	(80)	.06	(79)	.07	(76)
High School Rank	-.17	(80)	-.19	(79)*	-.04	(76)
High School Average	.02	(10)	.13	(10)	.31	(10)
Enter Summer or Fall (0=Summer, 1=Fall)	-.02	(80)	.10	(79)	-.08	(76)
1977						
Sex (1=Female, 0=Male)	-.05	(118)	.03	(117)	.04	(103)
High School Rank	-.14	(118)	.17	(117)*	-.17	(103)*
High School Average	.34	(26)*	-.09	(26)	.40	(26)*
Enter Summer or Fall (0=Summer, 1=Fall)	.07	(115)	.11	(115)	.11	(102)
1979						
Sex (1=Female, 0=Male)	.03	(193)	.11	(209)	.09	(210)
High School Rank	.05	(193)	.09	(209)	.03	(210)
High School Average	.25	(45)*	.32	(46)*	.48	(46)*
Enter Summer or Fall (0=Summer, 1=Fall)	-.07	(192)	-.03	(207)	.01	(208)

*Statistically significant at .05 level. Significance is a function of both magnitude and N (in parentheses) which fluctuates from variable to variable.

persistence to the third semester but negatively correlated with graduation. It would appear that absolute (grades) rather than relative (rank) performance indicators are preferred. This is confirmed by the analysis of the 1979 cohort. The only significant correlations indicate positive relationships between high school average and (1) first semester GPA, (2) enrollment for the third semester, and (3) ultimate graduation.

The performance/persistence of students entering four-year institutions in 1975, 1977, and 1979 is depicted in Tables IX through XVII. Table IX indicates fairly robust sample sizes with numbers increasing from 287 in 1975, to 334 in 1977, to 353 in 1979. The SAT scores are also stable over time and are very close to the 1981-82 ACT 101 program average of 342 Verbal and 367 Mathematics. When the system's 1979 to 1981 SAT increases are considered, the sample and population characteristics are almost congruent. The high school ranks and grades of entering students changed very little over the three cohorts. The average high school ranks were 48th percentile in 1975, 46th percentile in 1977, and the 45th percentile in 1979. The general comparability of the three cohorts is further illustrated by the first semester GPA of the students. It has remained constant at 2.16 (1975), 2.15 (1977), and 2.16 (1979).

Attrition/persistence at four-year institutions has been well researched. The data indicate that approximately 40% of U.S. freshmen will graduate from the college of initial enrollment in four years and an additional 10% will graduate in approximately five years.[1] The ACT 101 group is a high risk population. Its combined SAT scores (680 in 1979) are far below the U.S. average for college bound students (894 in 1979). Their average high school GPA of 2.32 was also far below the 1979 U.S. norm of 3.04.

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[1] Ramist, Leonard. "College Student Attrition and Retention." College Board Report #81-1, CEEB, New York, 1981.

The ACT 101 program would have to be very effective for such high risk students to graduate at anything approaching the national rate of 40-50%. Table IX indicates that the program has achieved this objective. Over 70% of those students entering in 1975 have graduated (58.2%) or are still enrolled (14.3%). The 1977 cohort showed a slight decline to approximately 68% graduated (51.2%) or still enrolled (17.1%).

Since the data were gathered during the 1982-83 academic year, it was extremely unlikely that many of the 1979 cohort would have graduated. To do so would indicate an accelerated program. Table IX shows, however, that 7.4% of the 1979 entrants graduated in less than four years.

While the overall performance/persistence picture is very positive, there is an upward attrition trend that should be watched. Over 40% of the 1979 cohort has already left the college of first enrollment. The 1975 and 1977 cohort attrition rates were 27.5% and 31.7% respectively. The program has done a fantastic job with a very high risk population, but it appears that some erosion may be setting in. Several factors may account for this including higher academic standards, increased student mobility and transfer options and perceived reductions in financial aid.

Table X indicates that the greatest attrition occurs between the second and third semesters. A similar phenomena has been observed in national studies. The GPA's tend to improve for each of the first eight semesters with increases from 2.16 to 2.51 being observed with the 1975 cohort. The 1975 and 1977 cohort women outperformed the men in both persistence and GPA. The performance differences between the sexes were minimal among the 1979 group.

While the ACT 101 and national attrition trends are similar overall there is some tendency for ACT 101 students to drop out later in their programs. In the 1977 cohort, 11.6% of the students dropped out between

their sophomore and junior years, and an additional 8.4% between the junior and senior year. The 1979 group lost 12.2% of the students between the sophomore and junior year. Since this attrition is accompanied by increases in the GPA's of the residual students, it might well represent a deferred squeezing-out of marginal students.

Table XI indicates that Sociology and Education were the majors most often selected by the 1975 group. Business Administration/Accounting was also very popular.

The 1977 cohort showed a somewhat different pattern with many students entering college as Undeclared and shifting to Business Administration/ Accounting in their sophomore year (Table XII). Education and Sociology are less popular than they were for the 1975 group.

Table XIII shows that the most recent cohort tended to initially enroll as Undeclared students. They migrated toward Business and Criminal Justice, with the latter becoming dominant in semesters six and seven. The movement toward Education occurs later in their academic career, perhaps after exploring other majors. The presence of Engineering as one of the more popular majors during the first two years of college is a new trend. Why this choice of major is abandoned in the latter half of college should be explored as well as why there is so little affinity for Mathematics and the Natural Sciences.

Table XIV reiterates the attrition rates for the 1975 and 1977 cohorts. The major reason given for dropping out was academic failure which rose from 13.6% of the 1975 dropouts to 17.4% of the 1977 group.

Table XV shows that the proportion of graduates known to have entered graduate/professional school rose from 4.5% in 1979 (1975 cohort) to 6.0% in 1981 (1977 cohort). The only discernable pattern was a preference for institutions located in the Commonwealth of Pennsylvania.

The post college employment status of ACT 101 graduates is depicted in Table XVI. Due to record keeping limitations, the percent known to be employed is far less than those actually working. Graduates are far more likely than non-graduates to be employed at the professional level. Education and Social Work were most popular with the 1975 cohort with business-related occupations having a great deal of support. Social Work was less popular with the 1977 group while Education was still the most popular choice.

Table XVII shows the correlations between such variables as sex (1 or 0), SAT scores, high school rank, etc., and several indicators of student performance/persistence. The majority of the correlations are statistically significant (i.e., greater than 0) due primarily to the large number of observations on which they are based. It might be useful to square the significant correlations and think in terms of variance accounted for. If predictor X and first semester GPA are significantly correlated at +.20, $.20^2$ yields .04. This means that 4% of the variance in first semester GPA is accounted for by predictor X.

For the 1975 cohort, sex (0 = male, 1 = female), SAT verbal, SAT math, and high school average are significantly correlated with GPA and enrollment during the first two years. High school rank is a weak predictor with this population. It has a significant negative correlation with sixth and eighth semester GPA for the 1975 group and accounts for very little variance in any of the other cohorts. While high school average is correlated with persistence to the senior year (.32) and eighth semester GPA (.20), it is not significantly associated with graduation. In fact, none of the predictors have a significant relationship with graduation/non-graduation of the 1975 cohort. This is probably due to the population becoming more and more homogeneous as it moves toward graduation.

The 1977 group, however, showed significant correlations between graduation and SAT math (.16), high school average (.15), and Summer or Fall entry (-.10). This indicates that Summer entry was associated with graduation for this group. Sex was significantly correlated with fourth (.13), sixth (.12), and eighth semester GPA (.19). Females are associated with higher performance levels. The best predictors of both first and eighth semester GPA's were high school average, SAT verbal, and SAT math. The SAT's have greater predictive validity with this group than was anticipated.

The 1979 cohort had not had the opportunity to graduate at the time of the study so that criterion is designated not applicable (NA). The first semester GPA of this group is predicted by high school average (.34), SAT math (.26), SAT verbal (.24), and high school rank (.14). These same predictors are significantly correlated with persistence to the sophomore, junior, and senior year. High school average and SAT math are fairly strong predictors for this cohort. As with the previous group, there is a significant tendency for students starting in the Summer to do better than those who begin in the Fall.

While many of the correlations on Table XVII are statistically significant, none of them exceed .40. The best of the predictors, therefore, is accounting for approximately 16% of the criteria on variance. Eighty-four percent of that variance is unaccounted for. Multiple correlation could be employed and would probably produce multiple r's of approximately .50.

It would appear that traditional predictors such as SAT scores and high school grade averages are almost as accurate for this population as they are for typical college entrants.

TABLE IX

ACADEMIC CHARACTERISTICS OF ACT 101 STUDENTS ENTERING FOUR-YEAR COLLEGES IN THE SUMMER/FALL OF 1975, 1977, 1979

	Sample N	Mean High School Rank (%)	Mean High School Average	% Initial Entry Summer - Fall[a]		Mean First Semester GPA	SAT Verbal	SAT Math	% Attrition	% Graduated	% Still Enrolled (At Tenth Semester)
1975											
Male	122	41	2.20	39.3	59.8	2.01	324	362	32.0	51.6	16.4
Female	165	53	2.38	42.4	57.6	2.26	330	341	26.7	60.6	12.7
Total	287	48	2.31	41.1	58.5	2.16	328	350	27.5	58.2	14.3
1977											
Male	136	45	2.27	35.3	63.2	2.09	326	383	30.9	48.5	20.6
Female	198	47	2.37	42.4	56.1	2.19	321	335	32.9	53.0	14.1
Total	334	46	2.33	39.5	59.0	2.15	323	355	31.7	51.2	17.1
1979											
Male	151	41	2.26	66.2	33.8	2.09	342	375	38.4	6.6	55.0[b]
Female	202	48	2.38	57.4	41.6	2.22	316	334	43.6	7.9	49.5[b]
Total	353	45	2.32	61.2	38.2	2.16	327	353	41.3	7.4	51.3[b]

[a]Percentages total less than 100 when data was not supplied.

[b]Percentage still enrolled at eighth semester.

TABLE X

PERSISTENCE AND PERFORMANCE OF ACT 101 STUDENTS ENTERING FOUR-YEAR COLLEGES IN THE SUMMER/FALL OF 1975, 1977, 1979

	% Enrolled			Cumulative GPA		
	Male	Female	Total	Male	Female	Total
1975						
Semester 1	94.3	98.2	96.5[a]	2.01	2.26	2.16
Semester 2	91.0	96.4	94.1	2.08	2.21	2.15
Semester 3	76.2	89.1	83.6	2.13	2.47	2.21
Semester 4	73.8	85.5	80.5	2.14	2.33	2.25
Semester 5	61.5	80.0	72.1	2.31	2.42	2.38
Semester 6	59.0	75.2	68.3	2.37	2.46	2.42
Semester 7	57.4	70.3	64.8	2.36	2.47	2.43
Semester 8	47.5	64.8	57.5	2.42	2.56	2.51
Semester 9	27.9	22.4	24.7	2.35	2.34	2.35
Semester 10	16.4	12.7	14.3	2.23	2.20	2.21
GRADUATED	51.6	60.6	58.2	2.48	2.64	2.58
1977						
Semester 1	99.3	98.0	98.5[a]	2.09	2.19	2.15
Semester 2	94.9	95.5	95.2	2.18	2.20	2.20
Semester 3	81.6	81.8	81.7	2.21	2.32	2.28
Semester 4	80.1	79.3	79.6	2.24	2.40	2.33
Semester 5	69.1	67.2	68.0	2.31	2.45	2.39
Semester 6	68.4	63.1	65.3	2.37	2.50	2.45
Semester 7	61.0	54.0	56.9	2.36	2.51	2.45
Semester 8	54.4	47.5	50.3	2.40	2.58	2.51
Semester 9	31.6	20.7	25.1	2.40	2.39	2.39
Semester 10	20.6	14.6	17.1	2.54	2.45	2.50
GRADUATED	48.5	53.0	51.2	2.53	2.65	2.60
1979						
Semester 1	99.3	98.5	98.9[a]	2.09	2.22	2.16
Semester 2	96.0	94.6	95.2	2.08	2.22	2.16
Semester 3	78.1	80.7	79.6	2.20	2.24	2.22
Semester 4	73.5	75.7	74.8	2.18	2.29	2.27
Semester 5	62.9	62.4	62.6	2.31	2.36	2.34
Semester 6	59.6	57.9	58.6	2.31	2.41	2.37
Semester 7	55.6	54.0	54.7	2.38	2.48	2.44
Semester 8	55.0	49.5	51.9	2.39	2.26	2.32
GRADUATED	6.6	7.9	7.4	3.04	2.54	2.79

[a]The difference between 100% and the observed % indicates the Summer entrants who did not enroll in Semester 1.

TABLE XI

MAJOR FIELD OF STUDY RANKED BY SEMESTER FOR ACT 101 STUDENTS ENTERING FOUR-YEAR COLLEGES

IN THE SUMMER/FALL OF 1975

Semester 1 Rank (N=260)	Semester 2 Rank (N=253)	Semester 3 Rank (N=229)	Semester 4 Rank (N=222)	Semester 5 Rank (N=197)	Semester 6 Rank (N=188)	Semester 7 Rank (N=178)	Semester 8 Rank (N=156)	Semester 9 Rank (N=65)	Semester 10 Rank (N=34)
1 Education	1 Education	1 Sociology	1 Education	1 Sociology	1 Sociology	1 Sociology/ Education	1 Education	1 Sociology	1 Business Administration/ Political Science
2 Sociology	2 Sociology	2 Education/ Business Administration	2 Sociology	2 Education	2 Education	2 Business Administration/ Psychology/ Social Work/ Political Science	2 Sociology	2 Business Administration	2 Management/Journalism/ Chem Engr/ Social Work/ Sociology/ Art/ English
3 Undeclared/ Business Administration	3 Business	3 Political	3 Business	3 Social	3 Social		3 Business Administration	3 Psychology/ Political Science/ Education	
4 Business/ Liberal Arts	4 Accounting	4 Social Work	4 Social Work	4 Business Administration	4 Business Administration		4 Psychology		
5 Accounting/Psychology/ Social Work	5 Business/ Social Work	5 Psychology	5 Business/ Psychology	5 Psychology	5 Business/ Psychology				
	6 Psychology/ Political Science		6 Political Science						

TABLE XII

MAJOR FIELD OF STUDY RANKED BY SEMESTER FOR ACT 101 STUDENTS ENTERING FOUR-YEAR COLLEGES

IN THE SUMMER/FALL OF 1977

Semester 1 Rank (N=307)	Semester 2 Rank (N=293)	Semester 3 Rank (N=251)	Semester 4 Rank (N=246)	Semester 5 Rank (N=209)	Semester 6 Rank (N=200)	Semester 7 Rank (N=179)	Semester 8 Rank (N=160)	Semester 9 Rank (N=76)	Semester 10 Rank (N=55)
1 Undeclared	1 Undeclared/ Business Administration	1 Business Administration	1 Business Administration	1 Business Administration	1 Business Administration	1 Business Administration	1 Business Administration	1 Theatre Arts	1 Theatre Arts
2 Business Administration	2 Psychology	2 Accounting/ Psychology	2 Accounting	2 Accounting	2 Accounting	2 Accounting	2 Accounting/ Theatre Arts	2 Business Administration	2 Accountin
3 Psychology	3 Education	3 Sociology/ Education	3 Sociology	3 Sociology	3 Education/ Theatre Arts	3 Education/ Theatre Arts	3 Education	3 Special Education	3 Machinist Psycholog Special Education
4 Business	4 Business	4 Business	4 Education	4 Education	4 Sociology	4 Business	4 Comm./ Psychology/ Sociology	4 Business	Music
5 Education	5 Accounting	5 Undeclared	5 Business/ Psychology	5 Theatre Arts					
6 Accounting	6 Sociology	6 Theatre Arts	6 Undeclared						
7 Sociology	7 Comm./ Biology/ Special Education								
8 Liberal Arts									

TABLE XXXIII

MAJOR FIELD OF STUDY RANKED BY SEMESTER FOR ACT 101 STUDENTS ENTERING FOUR-YEAR COLLEGES IN THE SUMMER/FALL OF 1979

Semester 1 Rank (N=309)	Semester 2 Rank (N=295)	Semester 3 Rank (N=252)	Semester 4 Rank (N=236)	Semester 5 Rank (N=199)	Semester 6 Rank (N=187)	Semester 7 Rank (N=172)	Semester 8 Rank (N=159)
1 Undeclared	1 Undeclared	1 Business Administration	1 Business Administration	1 Business Administration	1 Criminal Justice	1 Criminal Justice	1 Business/ Communications
2 Business/ Business	2 Business Administration	2 Undeclared	2 Criminal Justice	2 Criminal Justice	2 Business Administration	2 Business/ Business Administration	2 Business Administration
3 Communications	3 Business	3 Business/ Communications	3 Communications/ Business	3 Communications	3 Business	3 Communications	3 Education
4 Engineering	4 Communications	4 Criminal Justice	4 Engineering	4 Business	4 Psychology/ Education	4 Education	4 Criminal Justice
	5 Engineering	5 Engineering		5 Education			

TABLE XIV

COMPARATIVE RATES OF GRADUATES, PERSISTERS, AND DROP-OUTS FOR ACT 101 STUDENTS ENTERING FOUR-YEAR COLLEGES IN THE SUMMER/FALL OF 1975 AND 1977

	% Graduated	% Persisted (At Tenth Semester)	% Drop-Out	Reasons for Drop-Out (%)	
1975	58.2	14.3	27.5	Academic Failure	(13.6)
				No Reason Given	(8.7)
				Personal	(2.1)
				Marriage	(.7)
				Financial	(.7)
				Medical	(.7)
1977	51.2	17.1	31.7	Academic Failure	(17.4)
				No Reason Given	(14.7)
				Personal	(3.9)
				Financial	(1.2)
				Marriage	(.6)
				Medical	(.3)

TABLE XV

POST-GRADUATE EDUCATIONAL STATUS OF ACT 101 STUDENTS ENTERING FOUR-YEAR COLLEGES IN 1975 AND 1977 AND GRADUATING IN 1979 AND 1981

Year	% Known to Have Entered Graduate or Professional School	Graduate/Professional Schools Selected	
1975/1979	4.5	Air Force ROTC ASCP	.7
		Marywood College (Scranton, Pennsylvania)	.3
		Mercyhurst College	.3
		Indiana University of Pennsylvania	.3
		Slippery Rock University	.3
		Penn State University	.3
		Antioch University	.3
		Catholic University of America	.3
1977/1981	6.0	Drexel University	.6
		Bryn Mawr Hospital	.3
		Dickinson College	.3
		New York University	.3
		California University of Pennsylvania	.3
		Cheyney University	.3
		Clarion University	.3
		Edinboro University	.3
		University of Pittsburgh	.3
		George Washington University	.3
		Howard University	.3
		Western Maryland College	.3

TABLE XVI

POST-COLLEGE EMPLOYMENT STATUS OF ACT 101 STUDENTS ENTERING FOUR-YEAR COLLEGES IN THE SUMMER/FALL OF 1975 AND 1977

Status	% Known to Be Employed	Type of Employment	
1975			
Graduates	35.9	Education	4.8
		Social Work	3.0
		Retailing/Merchandising	2.4
		Sales	1.8
		Management	1.2
		Accounting	1.2
		Data Processing	1.2
		Pharmacy	1.2
Non-Graduates	8.5	Secretarial Sciences	.8
		Retailing/Merchandising	.8
		Nursing	.8
		Factory Worker	.8
		Customer Service	.8
1977			
Graduates	38.6	Education	4.7
		Accounting	2.9
		Retailing/Merchandising	1.8
		Nursing	1.8
		Social Work	1.8
		Banking/Finance	1.2
		Pharmacy	1.2
		Sales	1.2
		Recreation	1.2
		Mental Health Counselor/Youth Counselor	1.2
		Sales Person	1.2
Non-Graduates	5.2	Accounting	.6
		Air Force	.6
		Factory Worker	.6
		Sales Person	.6
		Policeman	.6
		Fast Food Chain Manager	.6

TABLE XVII

CORRELATIONS BETWEEN SELECTED PREDICTORS AND CRITERIA FOR ACT 101 STUDENTS ENTERING FOUR-YEAR COLLEGES IN 1975, 1977, 1979

Predictor	First Semester GPA	Enrolled First Semester Sophomore Year	Fourth Semester GPA	Enrolled First Semester Junior Year	Sixth Semester GPA	Enrolled First Semester Senior Year	Eighth Semester GPA	Graduated
1975								
Sex	.15* (280)	.14* (278)	.15* (234)	.21* (271)	.07 (199)	.14* (264)	.11 (167)	.04 (287)
Verbal SAT	.24* (238)	.01 (236)	.26* (197)	.14* (230)	.18* (166)	.12* (223)	.17* (141)	.09 (244)
Math SAT	.29* (238)	.16* (236)	.23* (197)	.14* (230)	.25* (166)	.07 (223)	.24* (141)	.04 (244)
High School Rank	.01 (280)	-.06 (278)	-.05 (234)	.07 (271)	-.17* (199)	.03 (264)	-.27* (167)	-.06 (287)
High School Average	.39* (105)	.24* (100)	.26* (90)	.29* (194)	.17 (75)	.32* (90)	.20* (72)	.05 (107)
Enter Summer (0) or Fall (1)	.07 (280)	.08 (277)	.07 (233)	.03 (270)	.17* (198)	.02 (263)	.14* (167)	.06 (286)
1977								
Sex	.06 (328)	-.00 (325)	.13* (263)	-.02 (311)	.12* (215)	-.05 (300)	.19* (165)	.04 (326)
Verbal SAT	.29* (256)	.10 (256)	.30* (204)	.12* (250)	.28* (165)	.04 (243)	.26* (137)	.07 (257)
Math SAT	.32* (256)	.10 (256)	.30* (204)	.04 (250)	.28* (165)	.05 (243)	.24* (137)	.16* (257)
High School Rank	.06 (328)	.06 (325)	.11* (263)	.06 (311)	.09 (215)	.06 (300)	.04 (165)	.01 (326)
High School Average	.27* (141)	.11 (135)	.36* (111)	.08 (129)	.32* (92)	.02 (123)	.30* (73)	.15* (139)
Enter Summer (0) or Fall (1)	-.05 (323)	-.08 (320)	-.07 (259)	-.15* (307)	.00 (211)	-.16* (296)	-.14* (165)	-.10* (321)
1979								
Sex	.09 (348)	.04 (340)	.08 (261)	-.02 (311)	.10 (199)	-.03 (297)	-.14 (37)	N/A
Verbal SAT	.24* (280)	.12* (273)	.26* (213)	.20* (255)	.21* (164)	.29* (245)	.20 (33)	N/A
Math SAT	.26* (280)	.11* (273)	.23* (213)	.19* (255)	.14* (164)	.20* (245)	.35* (33)	N/A
High School Rank	.14* (348)	.09* (340)	.07 (261)	.12* (311)	.04 (199)	.12* (297)	-.01 (37)	N/A
High School Average	.34* (146)	.31* (142)	.39* (106)	.39* (123)	.29* (80)	.29* (114)	.08 (29)	N/A
Enter Summer (0) or Fall (1)	-.01 (347)	-.02 (338)	-.08 (261)	-.13* (309)	-.03 (199)	-.10* (295)	-.29* (37)	N/A

*Statistically significant at .05 level. Significance is a function of both magnitude and N (in parentheses) which fluctuates from variable to variable.

VI. AMERICAN COLLEGE TEST (ACT) STUDENT OPINION SURVEY

The ACT Student Opinion Survey (Appendix B) is a standardized instrument with content validity and high reliability. It has extensive normative data based on the responses of 39,885 students enrolled in 102 colleges. The survey elicits background information, use and evaluation of college services, and evaluation of the college environment. The survey is machine scorable and can be analyzed by up to 14 subgroups (race, sex, residence, etc.)

A 10% random sample was selected from each ACT 101 program. Table XVIII indicates that 145 two-year, and 509 four-year college students participated. The typical student in both groups was 19 years old. Fifty-three and four-tenths percent of the participants from four-year institutions were black while 40.9% were male. The vast majority were unmarried (95.9%) and approximately half were not working for wages. Well over 90% received financial aid and were in-state students. Data provided by the Pennsylvania Department of Education indicates that those sample characteristics are very much like those of the current ACT 101 population. It is possible, therefore, to generalize from the sample to the population with minimal error.

The students from two-year institutions are more likely than their four-year counterparts to be white and married. They are far less likely (7.6% vs. 53.2%) to be living in residence halls.

Business/Commerce is the most popular major area of study for both groups as well as the national norm group. Computer Science and Engineering are in the top five major areas for both two- and four-year students. This trend toward the hard sciences is a recent phenomenon.

Table XIX compares the ACT 101 students to the U.S. norm group in terms of utilization and evaluation of selected services/aspects. The data are depicted separately for two- and four-year respondents. The utilization rates

TABLE XVIII

CHARACTERISTICS OF PENNSYLVANIA ACT 101 STUDENTS

RESPONDING TO THE SPRING, 1983 ACT SURVEY

Characteristic	Two-Year Colleges	Four-Year Colleges
Number	145	509
Modal Age	19	19
% Black	22.1	53.4
% Freshmen	44.8	32.4
% Sophomore	35.2	30.1
% Male	40.7	40.9
% Single/Unmarried	80.0	95.9
% Not Working ($) During Week	60.7	50.1
% In-State Students	94.4	97.4
% Transfer Students	8.3	5.9
% Living in Residence Halls	7.6	53.2
% Receiving Financial Aid	91.0	93.3
Five Principal Majors	Business/Commerce (25%)	Business/Commerce (21%)
	Computer Science (14%)	Social Sciences (11%)
	Health Professions (13%)	Education (10%)
	Engineering (9%)	Engineering (9%)
	Trade/Technical (6%)	Computer Science (8%)

TABLE XIX

COMPARISON OF PENNSYLVANIA ACT 101 STUDENTS AND THE U.S. NORM GROUP

IN TERMS OF UTILIZATION AND EVALUATION OF SELECTED SERVICES/ASPECTS

Item	Two-Year Group (N=145)		Four-Year Group (N=509)		U.S. Norm Group (N=39,885)	
	% Using Service/Aspect	Satisfaction Index*	% Using Service/Aspect	Satisfaction Index*	% Using Service/Aspect	Satisfaction Index*
Academic Advising	73.8	4.32+	85.7	4.14+	68.8	3.69
Personal Counseling	65.5	4.59+	68.4	4.43+	25.7	3.89
Career Planning	46.2	4.11+	42.4	3.98+	19.5	3.73
Recreational/Intramural Program	31.7	4.04	55.4	4.05	44.9	3.90
Library Facilities/Services	89.7	4.32+	92.1	4.11+	89.5	3.87
Student Health Services	25.5	4.22+	61.1	3.68+	42.6	3.44
Tutorial Services	64.8	4.39+	73.3	4.23+	12.6	3.83
Financial Aid Services	85.5	4.48+	88.2	4.11+	52.5	3.78
Student Employment Service	36.6	4.15+	46.4	4.09+	25.2	3.81
Residence Hall Services	11.0	3.63+	58.7	3.58	4.14	3.39
Food Service	69.7	3.60+	77.8	2.91	72.3	2.97
Social Activities	39.3	3.83+	69.0	3.63	54.8	3.59
Cultural Programs	22.8	4.42+	47.7	3.79	25.4	3.83
Orientation Program	53.1	4.22+	68.8	3.91+	55.9	3.71
Computer Services	35.9	4.02+	40.9	3.70	24.2	3.56

+ ACT 101 index exceeds U.S. norm group by at least .20 (>1/3 standard deviation).

of the ACT 101 four-year group exceeds those of the national norm on all of the 15 services. The disparity is particularly noticeable in utilizing Personal Counseling (68.4% vs. 25.7%), Tutorial Services (73.3% vs. 12.6%), and Financial Aid Services (88.2% vs. 52.5%).

The two-year college group had higher utilization rates on 8 of the 15 services. This is to be expected given the low percentage (7.6%) of those students who resided on campus. For this reason, they made less use of such services as Recreational/Intramural, Health Services, Residence Halls, Food Service, and Social activities.

The ACT 101 two-year students, however, exceeded national utilization rates on such key services as Personal Counseling (65.5% vs. 25.7%), Career Planning (46.2% vs. 19.5%), Tutorial Services (64.8% vs. 12.6%), and Financial Aid Services (85.5% vs. 52.5%).

The ACT 101 participants not only tended to utilize college services to a greater extent than the norm group but also to rate them higher. The students evaluated each service used on a five-point scale with 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, and 5 = very satisfied. The average student rating produced a satisfaction index on this scale. A satisfaction index of 3.5 indicates the average student was midway between neutral (3) and satisfied (4) in evaluating that particular service. Table XIX shows that the satisfaction index of the four-year college students exceeded the national average on 13 of 15 services. On 9 of the services, the differences between satisfaction indices exceeded the 1/3 of a standard deviation (.20) usually associated with educational significance. The four-year ACT 101 group was especially satisfied with Personal Counseling (4.43 vs. 3.89), Tutorial Services (4.23 vs. 3.83), Academic Advising (4.14 vs. 3.69), and Financial Aid Services (4.11 vs. 3.78). These services constitute the core of the ACT 101 program.

The satisfaction levels of two-year college students exceeded the national norm group on all 15 services, and the superiority was educationally significant on 14 of them. The two-year group's satisfaction was most evident with Personal Counseling (4.59 vs. 3.89), Financial Aid Services (4.48 vs. 3.78), Cultural Programs (4.42 vs. 3.83), and Tutorial Services (4.39 vs. 3.83).

The only area of dissatisfaction (index below 3.00) was the four-year students' evaluation of Food Service. The satisfaction index (2.91) is not appreciably different, however, than that of the national norm group (2.97).

Table XX shows the extent to which four-year ACT 101 students are satisfied with various aspects of their environment. Satisfaction indices were computed on the previously used five-point system for ACT 101 students, public college norms, and national college norms.

Since the characteristics of the ACT 101 group are similar to the public college norm group, comparisons are made between their satisfaction indices. Statistical significance is indicated by a single (.05) or double (.01) asterisk. The ACT 101 group is positive ($>$ 3.00) on all items. They are significantly (.01) more positive than the norm group on availability of their advisors, value of information provided by their advisor, financial aid information prior to enrollment, academic probation and suspension policies, availability of student housing, concern for the student as an individual, attitude of non-teaching staff toward students, and opportunity for involvement in campus activities. The ACT 101 students are significantly (.01) more negative than the contrast group on attitude of faculty toward students, billing and fee payment procedures, and racial harmony at their college. There were nine other aspects where the significance of the ACT 101

TABLE XX

SATISFACTION INDICES FOR COLLEGE ENVIRONMENT ITEMS BASED ON FOUR-YEAR ACT 101 AND NATIONAL SAMPLES

Item	Local Frequency	Satisfaction Averages*** Local Students	Public College Sample	National Sample	Local-Public College Difference
1. Testing/grading system	500	3.61	3.67	3.70	-.06
2. Course content in your major field	491	3.86	3.77	3.80	.09*
3. Instruction in your major field	477	3.88	3.79	3.83	.09*
4. Out-of-class availability of your instructors	484	3.78	3.77	3.87	.01
5. Attitude of the faculty towards students	499	3.72	3.86	3.97	-.14**
6. Variety of courses offered by this college	499	3.69	3.60	3.51	.09*
7. Class size relative to the type of course	500	3.93	3.91	4.04	.02
8. Flexibility to design your own program of study	469	3.70	3.57	3.58	.13*
9. Availability of your advisor	494	3.87	3.69	3.78	.18**
10. Value of information provided by your advisor	492	3.81	3.59	3.64	.22**
11. Preparation you are receiving for your future occupation	485	3.73	3.65	3.68	.08
12. General admissions procedures	492	3.58	3.50	3.57	.08*
13. Availability of financial aid information prior to enrolling	496	3.81	3.34	3.48	.47**
14. Accuracy of college information received before enrolling	500	3.71	3.58	3.61	.13*
15. College catalog/admissions publications	501	3.80	3.79	3.81	.01
16. Student voice in college policies	484	3.15	3.10	3.06	.05
17. Rules governing student conduct at this college	499	3.36	3.43	3.35	-.07
18. Residence hall rules and regulations	400	3.18	3.15	3.10	.03
19. Academic probation and suspension policies	433	3.50	3.35	3.32	.15**
20. Purposes for which student activity fees are used	480	2.96	2.98	3.02	-.02
21. Personal security/safety on this campus	492	3.45	3.43	3.42	.02
22. Classroom facilities	503	3.79	3.78	3.74	.01
23. Laboratory facilities	399	3.63	3.65	3.60	-.02
24. Athletic facilities	429	3.68	3.60	3.47	.08
25. Study areas	501	3.79	3.68	3.60	.11*

*Difference statistically significant at the .05 level.
**Difference statistically significant at the .001 level.
***Based on a five-point scale with 5 = Very Satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, and 1 = Very Dissatisfied.

TABLE XX (CONTINUED)

SATISFACTION INDICES FOR COLLEGE ENVIRONMENT ITEMS BASED ON FOUR-YEAR ACT 101 AND NATIONAL SAMPLES

Item	Local Frequency	Satisfaction Averages*** Local Students	Public College Sample	National Sample	Local-Public College Difference
26. Student union	404	3.50	3.55	3.44	-.05
27. Campus bookstore	504	3.61	3.61	3.51	.00
28. Availability of student housing	401	3.32	3.14	3.29	.18**
29. General condition of buildings and grounds	500	3.74	3.86	3.78	-.12*
30. General registration procedures	502	3.30	3.30	3.36	.00
31. Availability of courses you want when you can take them	504	3.04	2.98	3.02	.06
32. Academic calendar for this college	504	3.66	3.63	3.68	.03
33. Billing and fee payment procedures	505	3.22	3.51	3.48	-.29**
34. Concern for you as an individual	502	3.55	3.36	3.53	.19**
35. Attitude of college non-teaching staff toward student	493	3.66	3.47	3.56	.19**
36. Racial harmony at this college	499	3.25	3.55	3.61	-.30**
37. Opportunities for student employment	453	3.37	3.23	3.30	.14*
38. Opportunity for involvement in campus activities	482	3.71	3.55	3.64	.16**
39. Student government	449	3.25	3.20	3.26	.05
40. Religious activities and programs	438	3.47	3.35	3.50	.12*
41. Campus media (student newspaper, campus radio, etc.)	488	3.51	3.46	3.41	.05
42. This college in general	503	3.82	3.87	3.88	-.05

*Difference statistically significant at the .05 level.
**Difference statistically significant at the .001 level.
***Based on a five-point scale with 5 = Very Satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, and 1 = Very Dissatisfied.

TABLE XXI

SATISFACTION INDICES FOR COLLEGE ENVIRONMENT ITEMS BASED ON TWO-YEAR ACT 101 AND NATIONAL SAMPLES

Item	Local Frequency	Satisfaction Averages*** Local Students	Public College Sample	National Sample	Local-Public College Difference
1. Testing/grading system	138	3.94	3.67	3.70	.27**
2. Course content in your major field	139	3.99	3.77	3.80	.22*
3. Instruction in your major field	134	3.97	3.79	3.83	.18*
4. Out-of-class availability of your instructors	130	3.85	3.77	3.87	.08
5. Attitude of the faculty toward students	139	4.11	3.86	3.97	.25**
6. Variety of courses offered by this college	138	3.99	3.60	3.51	.39**
7. Class size relative to the type of course	140	4.06	3.91	4.04	.15*
8. Flexibility to design your own program of study	128	3.95	3.57	3.58	.38**
9. Availability of your advisor	136	4.08	3.69	3.78	.39**
10. Value of information provided by your advisor	136	4.04	3.59	3.64	.45**
11. Preparation you are receiving for your future occupation	135	3.95	3.65	3.68	.30**
12. General admissions procedures	135	3.85	3.50	3.57	.35**
13. Availability of financial aid information prior to enrolling	139	4.26	3.34	3.48	.92**
14. Accuracy of college information received before enrolling	142	4.08	3.58	3.61	.50**
15. College catalog/admissions publications	138	4.05	3.79	3.81	.26**
16. Student voice in college policies	128	3.26	3.10	3.06	.16*
17. Rules governing student conduct at this college	130	3.74	3.43	3.35	.31**
18. Residence hall rules and regulations	57	3.67	3.15	3.10	.52**
19. Academic probation and suspension policies	111	3.48	3.35	3.32	.13
20. Purposes for which student activity fees are used	122	3.38	2.98	3.02	.40**
21. Personal security/safety on this campus	131	3.87	3.43	3.42	.44**
22. Classroom facilities	139	4.04	3.78	3.74	.26**
23. Laboratory facilities	122	3.98	3.65	3.60	.33**
24. Athletic facilities	104	3.55	3.60	3.47	-.05
25. Study areas	139	3.93	3.68	3.60	.25*

*Difference statistically significant at the .05 level.
**Difference statistically significant at the .001 level.
***Based on a five-point scale with 5 = Very Satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, and 1 = Very Dissatisfied.

TABLE XXI (CONTINUED)

SATISFACTION INDICES FOR COLLEGE ENVIRONMENT ITEMS BASED ON TWO-YEAR ACT 101 AND NATIONAL SAMPLES

Item	Local Frequency	Satisfaction Averages*** Local Students	Public College Sample	National Sample	Local-Public College Difference
26. Student union	99	3.55	3.55	3.44	.00
27. Campus bookstore	140	3.65	3.61	3.51	.04
28. Availability of student housing	41	3.27	3.14	3.29	.13
29. General condition of buildings and grounds	138	4.17	3.86	3.78	.31**
30. General registration procedures	136	3.74	3.30	3.36	.44**
31. Availability of courses you want when you can take them	139	3.55	2.98	3.02	.57**
32. Academic calendar for this college	139	3.89	3.63	3.68	.26**
33. Billing and fee payment procedures	136	3.85	3.51	3.48	.34**
34. Concern for you as an individual	139	3.94	3.36	3.53	.58**
35. Attitude of college non-teaching staff toward student	134	3.95	3.47	3.56	.48**
36. Racial harmony at this college	136	3.88	3.55	3.61	.33**
37. Opportunities for student employment	121	3.67	3.23	3.30	.44**
38. Opportunity for involvement in campus activities	121	3.91	3.55	3.64	.36**
39. Student government	111	3.35	3.20	3.26	.15
40. Religious activities and programs	79	3.35	3.35	3.50	.00
41. Campus media (student newspaper, campus radio, etc.)	110	3.64	3.46	3.41	.18*
42. This college in general	141	4.20	3.87	3.88	.33**

*Difference statistically significant at the .05 level.
**Difference statistically significant at the .001 level.
***Based on a five-point scale with 5 = Very Satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, and 1 = Very Dissatisfied.

group's superiority was at the .05 rather than the .01 level. Among these aspects were instruction in the major field, general admissions procedures, and opportunities for student employment.

The satisfaction of two-year students with various aspects of their environment is depicted in Table XXI. This subgroup is less positive than the contrast group on only one of the 42 environmental aspects. There were 28 aspects on which their superiority was significant at the .01 level and an additional 6 aspects where the level of significance was .05. They were particularly more positive than the contrast group on such aspects as availability of financial aid information prior to enrollment, concern for them as individuals, availability of courses, and attitude of college non-teaching staff toward students.

The attitude of Pennsylvania ACT 101 students is far more positive than that of a national reference group. They are especially positive about those factors such as counseling, advisement, tutorial services, etc., which constitute the core of the ACT 101 program.

The only areas of concern lie in the four-year group's perception that faculty members have less positive attitudes toward them and that racial harmony on their campuses is below the national norm.

Analysis by four-year subgroups indicated that males were more negative than females on 56% of the items and that black students were more negative than their white counterparts on 94% of the aspects. This disparity is emphasized by the fact that black students evaluate racial harmony on campus as 2.92 while whites submit a 3.73 rating. The black and white indices for satisfaction with "this college in general" were 3.59 and 4.14 respectively.

These racial differences are somewhat greater than those observed in the norm group.

VII. AMERICAN COLLEGE TEST (ACT) ALUMNI SURVEY

If the ACT 101 program is effective, it was assumed that the attitude of its alumni would be more positive than that of U.S. colleges in general. In order to test this hypothesis, the ACT Alumni Survey (Appendix C) was administered to a random sample of 400 four-year and 100 two-year students who entered college in 1977 and graduated in 1981 or 1982.

The ACT Alumni Survey is a standardized instrument with content validity and a high coefficient of reproducibility. It has separate sections dealing with background information, continuing education, college experiences, and employment history. An excellent contrast group of over 10,000 graduates of 47 colleges is also provided. Alumni addresses were obtained from each college, the sample selected, and the forms mailed in the Spring of 1983. Based on previous studies of this nature, a return rate of 25-30% was anticipated.

Table XXII indicates that 24 two-year and 91 four-year graduates responded in time for inclusion in this study. Since 33 four-year and 12 two-year alumni packets were returned as undeliverable, the actual return rates were 24.7% for the four-year group (91/367) and 27.3% (24/88) for the two-year graduate.

Table XXII shows the characteristics of the ACT 101 respondents and the national contrast group. The national group might be expected to be superior since they are typically out of college longer, generally did not require remedial/developmental assistance, are members of a higher socio-economic group and attended colleges with viable institutional research programs (ACT participants).

The ACT 101 four-year graduates are younger and more likely than the contrast group to be living in the state where their college was located.

They have a much higher minority representation and the proportion who are female is also above the norm groups. They are more likely than the contrast group to be engaged in a business-related profession (Accounting, Marketing, etc.) and to have been full-time students while attending college.

The graduates of the two-year institutions are in the same age category as the national group but their proportions of minorities and females is higher. They also gravitated toward business-related professions and 16.7% of them have managed to earn a bachelor's degree in the four years since leaving the two-year college. Twenty-five percent of the two-year college graduates were married while attending college. The same percentage plan to attend the school of ther graduation in the future.

Table XXIII shows the continuing education activity of the ACT 101 alumni and the national norm group. Thirty-one and nine-tenths percent (31.9%) of the four-year graduates and 54.2% of the two-year group have continued their education. While the norm group (55.7%) equalled the two-year college continuing education rate, it exceeded that of the four-year graduates. This is to be expected given the youth of the ACT 101 group and the relatively few years they have been out of college.

The four-year ACT 101 alumni tend to pursue additional work in Accounting, Business/Commerce, and Computer/Information Science. They do not show the affinity for Education and the Health professions indicated by the contrast group.

The ACT 101 alumni consider themselves prepared for continuing their education. On a five-point scale with 1 = very poorly prepared and 5 = exceptionally well prepared, the four-year group provided an index of 3.76 and the two-year alumni a value of 5.00. Both of these ratings exceeded that of the norm group (3.64).

The percentage of the continuing students who aspire to a master's degree or higher was 86.2% of the four-year graduates and 55.5% of the two-year alumni. The realism of these goals is supported by the fact that 31% of the four-year and 90% of the two-year alumni have already earned eleven or more credits since graduation.

Table XXIV shows that 52.7% of the four-year alumni and 87.5% of the two-year graduates attended the college of their first choice. The four-year figure is considerably below the 78.6% value of the norm group.

ACT 101 alumni and the national norm group have similar proportions who would attend the college of graduation if they had it to do over again. The fact that the four-year alumni were more likely to have attended a school of second or third choice yet were above that national average in willingness to once again attend that school indicates a very positive attitudinal shift.

ACT 101 graduates are less happy than the national group with their selection of majors but are more likely to consider their education to be equal to or better than that obtained at other colleges.

The vast majority of ACT 101 alumni ($>$ 80%) feel their education has improved the quality of their lives.

Tables XXV and XXVI indicate the importance of various fund sources to the respondents. The major sources for graduates of four-year colleges were Educational Grants (BEOG, SEOG, etc.), Student Loans, Summer Employment, and Parents or Relatives. The two-year alumni also listed Educational Grants and Loans as major sources of financial support as well as adding V.A. benefits to the list.

ACT 101 alumni estimates as to how their college education contributed to their personal growth are depicted in Table XXVII. National normative data

are also provided. The item consisted of 24 personal growth areas (i.e., writing effectively) on which the graduate rated the college's contribution as 1 = very little, 2 = somewhat, and 3 = very much. An index based on this three-point scale was produced for each of the 24 areas.

The four-year ACT 101 graduates exceeded the norm group in terms of perceived college contribution on 23 of the 24 items. The superiority was most pronounced on "recognizing your rights, responsibilities" (+.48), "understanding consumer issues" (+.43), "following directions" (+.42), and "managing personal/family finances" (+.47). The only area where the national group perceived greater impact was "understanding and applying scientific principals and methods" (-.03).

The two-year ACT 101 alumni responses are more varied. They are more positive than the national group on 17 of the 24 items including "understanding and applying mathematics" (+.61), "speaking effectively" (+.39), "organizing time effectively" (+.34), and "leading/guiding others" (+.33). They are more negative than the national group on "recognizing assumptions and making logical influence" (-.19), "understanding different philosophies and cultures" (-.14), and "learning on their own" (-.14).

The employment history of the ACT 101 respondents is shown on Table XXVIII. The unemployment rates are 8.2% for the four-year group and 20.8% for the two-year college graduates. The latter figure is inflated by the number of full-time students currently pursuing their bachelor's degree. While higher than desirable, these rates are significantly below those of the population from which these students come. The typical ACT 101 graduate received an initial annual salary of $9,000 to $11,999 with 14.3% of the two-year and 16.9% of the four-year group starting above $15,000 a year.

TABLE XXII

CHARACTERISTICS OF ACT ALUMNI SURVEY RESPONDENTS

	Two-Year Colleges (N=24)	Four-Year Colleges (N=91)	National Norms (N=10,969)
Modal Age	30-39	23-24	30-39
% White	54.2	46.1	93.4
% Now Holding Bachelor's Degree	16.7	100.0	94.8
Principal Majors While in College	Secretarial Studies	Accounting	Education
	Business Administration	Marketing	Business Administration
	Accounting	Criminal Justice	Social Science
	Criminal Justice	Social Work	Health Professions
	Industrial Trade	Business Administration	Arts and Letters
% Female	62.5	64.8	55.6
% Full-Time Students While Attending College	91.7	98.9	88.7
% Married While Attending College	25.0	4.4	28.7
Average Number of Years They Attended College of Graduation	2.46	4.02	3.44
% Currently Living in Pennsylvania (or State of Graduation)	87.5	89.0	74.0
% Planning to Attend This College in the Future	25.0	16.5	13.8

TABLE XXIII

CONTINUING EDUCATION ACTIVITIES OF ACT ALUMNI SURVEY RESPONDENTS

	Two-Year Colleges	Four-Year Colleges	National Norms
% Who Continued Their Education	54.2	31.9	55.7
Most Popular Majors (3) for Continued Study	Too Varied for Analysis	Accounting Business and Commerce Computer and Information Science	Education Business and Commerce Health Professions
Index* of Preparation for Continuing Education	5.00	3.76	3.64
% of Continuing Students Who Are Aspiring to Master's Degree or Higher	55.5	86.2	N/A
% of Continuing Students Who Earned at Least 11 Credits Since Graduation	90.0	31.0	N/A

TABLE XXIV

COLLEGE EXPERIENCES OF ACT ALUMNI SURVEY RESPONDENTS

	Two-Year Colleges	Four-Year Colleges	National Norms
% For Whom College of Graduation Was Their First Choice	87.5	52.7	78.6
% Who Would Attend This College if They Had it to Do Over Again	75.0	65.9	67.6
% Who Would Major in Same Area if They Had it to Do Over Again	43.5	41.7	59.2
% of Those Responding Who Consider Their Education to be Better Than That Obtained at Other Colleges	33.3	47.0	32.7
% of Those Responding Who Consider Their Education to be About the Same Obtained at Other Colleges	66.6	51.5	41.3
% Who Feel Their College Education has Improved the Quality of Their Lives	82.6	91.2	92.0
Three Major Reasons for Attending This College	Cost	Type of Programs Available	Location
	Location	Location	Type of Programs Available
	Type of Programs Available	Academic Reputation	Cost

TABLE XXV

ACT FOUR-YEAR COLLEGE ALUMNI SURVEY RESPONDENTS' INDICATION AS TO THE IMPORTANCE OF VARIOUS SOURCES OF FUNDS

Source	% Major Source	% Minor Source	% Not A Source
Parents/Relatives	26.2	42.8	30.9
Personal Savings	12.9	37.6	49.4
Summer Employment	30.1	37.3	32.5
Employment at College	19.7	40.8	39.5
Spouse	3.2	1.6	9.5
VA Benefits	1.3	1.3	97.4
Social Security Benefits	11.1	2.5	86.4
Student Loans (NDSL, etc.)	60.0	21.2	18.8
Scholarships	17.1	22.4	60.5
Educational Grants (BEOG, SEOG, etc.)	70.1	26.8	3.1

TABLE XXVI

ACT TWO-YEAR COLLEGE ALUMNI SURVEY RESPONDENTS' INDICATION AS TO THE IMPORTANCE OF VARIOUS SOURCES OF FUNDS

Source	% Major Source	% Minor Source	% Not A Source
Parents/Relatives	4.8	23.8	71.4
Personal Savings	5.0	25.0	70.0
Summer Employment	15.0	30.0	55.0
Employment at College	20.0	30.0	50.0
Spouse	5.3	5.3	89.4
VA Benefits	15.8	0.0	84.2
Social Security Benefits	10.5	10.5	79.0
Student Loans (NDSL, etc.)	33.3	11.1	55.6
Scholarships	10.5	0.0	89.5
Educational Grants (BEOG, SEOG, etc.)	82.6	0.0	17.4

TABLE XXVII

ACT ALUMNI SURVEY RESPONSES AS TO HOW THEIR COLLEGE EDUCATION CONTRIBUTED TO THEIR PERSONAL GROWTH IN VARIOUS AREAS

Area	Impact Index* National Norms	Two-Year Colleges	Difference	Four-Year Colleges	Difference
1. Writing effectively	2.12	2.22	.10**	2.50	.38
2. Speaking effectively	2.11	2.50	.39	2.47	.36
3. Understanding written information	2.28	2.21	-.07	2.49	.21
4. Working independently	2.42	2.43	.01	2.57	.15
5. Managing personal/family finances	1.66	1.58	-.08	2.13	.47
6. Learning on your own	2.40	2.26	-.14	2.58	.18
7. Understanding graphic information	1.89	1.91	.02	2.02	.13
8. Using the library	2.17	2.26	.09	2.38	.21
9. Following directions	2.06	2.21	.15	2.48	.42
10. Understanding consumer issues	1.63	1.77	.14	2.06	.43
11. Caring for your own physical and mental health	1.91	2.14	.23	2.15	.24
12. Working cooperatively in a group	2.23	2.45	.22	2.39	.16
13. Organizing your time effectively	2.25	2.59	.34	2.53	.28
14. Recognizing your rights, responsibilities, and privileges as a citizen	1.82	2.14	.32	2.30	.48
15. Planning and carrying out projects	2.28	2.27	-.01	2.53	.25
16. Understanding and applying mathematics in your daily activities	1.66	2.27	.61	1.94	.28
17. Understanding different philosophies and cultures	2.10	1.96	-.14	2.26	.16
18. Persisting at difficult tasks	2.31	2.23	-.08	2.46	.15
19. Defining and solving problems	2.28	2.32	.04	2.39	.11
20. Understanding the interaction of man and the environment	1.98	2.14	.16	2.16	.18
21. Leading/guiding others	2.12	2.45	.33	2.36	.24
22. Recognizing assumptions, and making logical inferences, and reaching correct conclusions	2.19	2.00	-.19	2.33	.14
23. Understanding and appreciating the arts	1.99	2.09	.10	2.20	.21
24. Understanding and applying scientific principles and methods	1.96	2.09	.13	1.93	-.03

*Impact index based on a three-point scale with 3 = Very Much, 2 = Somewhat, and 1 = Very Little.

**Difference between ACT 101 and national norms.

TABLE XXVIII

EMPLOYMENT HISTORY OF ACT ALUMNI SURVEY RESPONDENTS

	Two-Year College	Four-Year College	U.S. Norm
% Unemployed	20.8	8.2	
Annual Salary of First Job after College:			
% Less than $6,000	23.8	6.5	
% $6,000 to $8,999	9.5	26.0	
% $9,000 to $11,999	38.1	33.8	
% $12,000 to $14,999	14.3	16.9	
% $15,000 to $17,999	9.5	7.8	
% Over $18,000	4.8	9.1	
% Who Obtained First Job Within Six Months of Leaving College	71.4	81.6	
% Still in First Post-College Job	65.0	72.4	
Major Current Occupations (5)	Too Varied For Analysis	Marketing and Purchasing Business Administration Elementary Education Accounting Social Work	
Current Annual Salary:			
% Less than $6,000	11.1	8.0	
% $6,000 to $8,999	11.1	14.7	
% $9,000 to $11,999	27.8	32.0	
% $12,000 to $14,999	27.8	18.7	
% $15,000 to $17,999	11.1	9.3	
% $18,000 to $20,999	5.6	6.7	
% $21,000 to $24,000	5.6	5.3	
% Over $24,000	0.0	5.3	
Extent to Which College Prepared Them for Occupation:			
% Very Well	21.0	25.0	29.4
% Adequately	57.9	55.0	49.3
% Poorly	5.3	3.7	7.1
% Not At All	15.8	16.2	14.0
% Who Feel They Are Currently Underemployed	42.1	54.4	27.9

Over 70% of the alumni obtained their first job within six months of leaving college and approximately two-thirds of them are still in their first post college job.

The most popular occupations are Business Administration and related fields, Elementary Education and Social Work. Math, Science, etc., were conspicuous by their absence.

Current salaries of the respondents have risen in the few years since graduation with 22.3% of the two-year graduates and 26.6% of the four-year alumni earning annual salaries in excess of $15,000. Seventy-eight and seven-tenths percent (78.7%) of the national norm group consider themselves adequately or very well prepared for their occupation. The two and four-year alumni estimates were 78.9% and 80% respectively. These data are essentially equivalent.

The most negative result of the alumni survey is depicted at the bottom of Table XXVIII. Over 54% of the four-year graduates and 42% of the two-year group consider themselves underemployed. The national norm was 27.9%. While the comparative youth of the ACT 101 sample explains part of this phenomenon, there is considerable feeling among the Act 101 graduates that they could be doing much better.

VIII. PROJECT-DEVELOPED STUDENT SURVEY

While the standardized ACT survey is an excellent instrument, it was not designed specifically for the ACT 101 program. Additional useful data could be gathered and the ACT survey results verified if a project-developed instrument were also employed. A brief, specially designed student survey (Appendix D) was developed in the Spring of 1983. It was distributed to an independent 10% random sample of currently enrolled ACT 101 students. Different samples were selected for the ACT and project-developed surveys. This design allowed for some cross verification of results.

Table XXIX shows the characteristics of the ACT 101 participants who responded to the survey. The majority of the students are female, which is congruent with the population's characteristics.

The four-year group is generally younger than the two-year participants and shows an appropriate proportion of freshmen (33.8%), sophomores (26.0%), juniors (21.7%), and seniors (17.4%). The principal area of study for the four-year students was Business/Commerce with Engineering being second choice for the men and Social Sciences for the women. The women also show affinity for Education and the Health professions.

While the females in the two-year institutions selected Business/Commerce as the principal major, the male students favored trade/industrial areas.

Approximately half the ACT 101 students were employed with 10% of the two-year and 7.1% of the four-year group working over 20 hours per week.

Over 57% of the four-year students had immediate family members who attended college. The two-year figure was 46.9%. Prior college experience in the family is more prevalent among the female students.

Table XXX indicates student utilization and evaluation of several services offered by the ACT 101 program. The services most often used by the

students were academic, personal, and financial counseling. Over 80% of the respondents received assistance in these areas.

Other services used heavily by four-year students were the Orientation Program (82.5%), Career Counseling (78.6%), the Pre-College Summer Program (76.9%), and Math/Science Tutoring (75.7%).

Two-year students also had high utilization levels for Career Counseling (75.9%), the Orientation Program (69.8%), and Math/Science Tutoring (67.8%).

Male and female utilization rates were fairly comparable in the four-year group but Reading and Writing Tutoring were more likely to be received by two-year college males than females.

The students evaluated each service used on a five-point scale with 1 = very dissatisfied and 5 = very satisfied. A satisfaction index based on this scale was computed for each service.

The four-year students were most satisfied with the Pre-College Summer Program (4.50), Personal Counseling (4.38), Academic Counseling (4.28), and the Tutoring in Math/Science (4.19), Writing (4.17), and Reading (4.13). Two services received ratings slightly below 4.00; they were Financial (3.95) and Career (3.96) counseling.

Two-year students were generally satisfied with the ACT 101 services, especially Academic (4.51), Personal (4.51), and Financial (4.27) Counseling. All of their ratings exceeded 4.00 with the lowest value (4.15) being assigned to Career Counseling.

The high satisfaction levels of the ACT 101 students contrast sharply with the results of a recent study at the Higher Education Research Institute at U.C.L.A.[1] This survey of approximately 1600 U.S. college students

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[1] Higher Education Research Institute, "The American College Student, 1982." U.C.L.A., Los Angeles, California, 1983.

showed that only 36.6% were satisfied with career counseling and 41.6% with academic advising. The ACT 101 services appear to be of much higher quality than those typically provided by U.S. colleges/universities.

Table XXXI shows additional responses to the Student Survey. The attitude of the non-ACT 101 college staff/faculty and students toward ACT 101 students was assessed on a five-point scale with 1 = very negative, 3 = neutral, and 5 = very positive.

The two-year students consider the staff/faculty (4.21) and student (3.90) attitudes toward them to be fairly positive. The four-year group see the faculty/staff (3.93) and student attitudes (3.65) to be slightly less supportive.

Over 40% of both groups indicated they would not have attended college if it were not for the ACT 101 program. This is especially the case for female students.

Almost 50% of both groups intend to pursue a higher degree after leaving their current college.

Students were asked to submit an overall evaluation of their ACT 101 program on a five-point scale with 1 = very poor and 5 = very good. The evaluation indices were all very high and ranged from 4.31 for females at two-year colleges to 4.56 for four-year college women.

The survey indicates that ACT 101 students make use of the program services and have very positive attitudes toward the program and staff.

TABLE XXIX

CHARACTERISTICS OF ACT 101 PARTICIPANTS RESPONDING TO THE STUDENT SURVEY

	Two-Year Colleges			Four-Year Colleges		
	Male	Female	Total	Male	Female	Total
Number	56	93	149	215	277	492
Age						
% 18 or Less	3.6	15.1	10.7	15.3	16.2	15.8
% 19	19.6	11.8	14.8	27.9	21.3	24.2
% 20	19.6	10.7	14.1	18.1	22.0	20.3
% 21	7.1	15.1	12.1	13.9	17.0	15.6
% Over 21	50.0	47.3	48.3	24.6	23.5	24.0
Class Level						
% Freshmen	50.0	49.5		36.3	31.8	33.8
% Sophomore	30.3	34.4		27.9	24.5	26.0
% Junior	N/A	N/A	N/A	20.5	22.7	21.7
% Senior	N/A	N/A	N/A	13.9	20.2	17.4
% Other	19.6	16.1		1.4	0.7	1.0
Principal Areas of Study (5)	Trade, Industrial	Business/Commerce	N/A	Business/Commerce	Business/Commerce	N/A
	General Studies	Computer Science	N/A	Engineering	Social Sciences	N/A
	Computer Science	General Studies	N/A	Social Sciences	Education	N/A
	Business/Commerce	Health Professions	N/A	Computer Science	Health Professions	N/A
	N/A	Trade/Industrial	N/A	Communications	Communications	N/A

TABLE XXIX (CONTINUED)

CHARACTERISTICS OF ACT 101 PARTICIPANTS RESPONDING TO THE STUDENT SURVEY

	Two-Year Colleges			Four-Year Colleges		
	Male	Female	Total	Male	Female	Total
Hours Per Week Currently Employed						
% Not Working	58.9	49.5	53.1	48.8	48.4	48.6
% 1 to 10	16.1	18.3	17.5	30.2	27.1	28.5
% 11 to 20	16.1	21.5	19.4	13.9	17.3	15.8
% 21 to 30	8.9	8.6	8.7	4.2	5.0	4.6
% Over 31	0.0	2.1	1.3	2.8	2.2	2.5
% Whose Immediate Family Members Attended College	42.8	49.5	46.9	54.9	59.2	57.3

TABLE XXX

STUDENT SATISFACTION* WITH SEVERAL SERVICES OFFERED BY THE ACT 101 PROGRAM

	Two-Year Colleges (N=149)						Four-Year Colleges (N=492)					
	Male	% Using Service	Female	% Using Service	Total	% Using Service	Male	% Using Service	Female	% Using Service	Total	% Using Service
Academic Counseling	4.62	89.3	4.43	88.2	4.51	88.6	4.36	97.2	4.22	91.6	4.28	94.0
Personal Counseling	4.49	78.6	4.51	81.7	4.51	80.5	4.41	88.8	4.36	86.9	4.38	87.7
Financial Counseling	4.34	87.5	4.23	82.7	4.27	84.5	3.81	82.3	4.06	87.5	3.95	85.2
Career Counseling	4.02	80.4	4.23	73.1	4.15	75.9	3.84	80.9	4.06	76.8	3.96	78.6
Math/Science Tutoring	4.47	71.4	4.05	65.6	4.21	67.8	4.10	78.1	4.26	73.8	4.19	75.7
Writing Tutoring	4.52	58.9	4.26	45.2	4.36	50.4	4.20	67.0	4.14	66.2	4.17	66.5
Reading Tutoring	4.62	55.4	3.90	38.7	4.18	45.0	4.12	57.2	4.13	50.7	4.13	53.5
Orientation Program	4.03	66.1	4.28	72.0	4.18	69.8	4.10	85.1	4.17	80.4	4.13	82.5
Pre-College Summer Program	4.30	62.5	4.46	50.5	4.39	55.1	4.53	77.2	4.48	76.7	4.50	76.9

*Satisfaction Index based on a five-point scale with 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Neutral, 4 = Satisfied, and 5 = Very Satisfied.

TABLE XXXI

ADDITIONAL RESPONSES TO THE ACT 101 STUDENT SURVEY

	Two-Year Colleges (N=149)			Four-Year Colleges (N=492)		
	Male	Female	Total	Male	Female	Total
Attitude* of College Staff/ Faculty Toward ACT 101 Students	4.38	4.11	4.21	3.96	3.92	3.93
Attitude* of Other College Students Toward ACT 101 Students	4.13	3.71	3.90	3.66	3.64	3.65
% Who Would Not Have Attended College if There Was No ACT 101 Program	39.3	45.2	42.9	40.0	44.4	42.5
% Who Intend to Pursue a Higher Degree After Leaving This College	55.4	44.4	49.0	46.4	52.5	49.8
Overall Evaluation** of ACT 101 Program in Which They Are Enrolled	4.54	4.31	4.40	4.49	4.56	4.53

*Based on a five-point scale with 1 = Very Negative, 2 = Negative, 3 = Neutral, 4 = Positive, and 5 = Very Positive.

**Based on a five-point scale with 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, and 5 = Very Good.

IX. SURVEY OF ADMINISTRATORS

The participation of college administrators is essential in determining the full impact of the ACT 101 program. These administrators have a broad view of their institutions and are in an excellent position to comment on such topics as quality of service, faculty/student attitude, ACT 101 impact on their college, and level of local commitment.

In order to gather administrator input, a brief survey (Appendix E) was developed by the consultants in cooperation with the directors. It was distributed through the 67 ACT 101 directors to the Chief Student Personnel Officer and the Chief Academic Officer on each campus. It was also given to the ACT 101 director's superior when that person was not the Chief Student Personnel or Academic Officer.

Table XXXII indicates that 137 administrators responded to the survey. This is an excellent participation rate and indicates considerable administrator interest in the program. The data are analyzed separately for each type of college and for those administrators who do and do not supervise the ACT 101 director.

Each of the responding administrators consider themselves to be "very familiar" or "somewhat familiar" with the philosophy, objectives, etc., of the ACT 101 program. All but one of the supervisors of ACT 101 directors consider themselves "very familiar" with the program.

Respondents were asked to evaluate the services provided by the ACT 101 program on a five-point scale with 1 = very poor and 5 = very good. The evaluation indices were very high and ranged from 4.68 for four-year institution non-supervisors to 5.00 for two-year college supervisors of ACT 101 directors.

The administrators were also asked to indicate the attitude of the college's non-ACT 101 staff and students toward ACT 101 participants. A five-point scale was employed with 1 = very negative and 5 = very positive. The attitude of the college's regular staff/faculty was rated from 4.04 (two-year, non-supervisors) to 4.53 (two-year, supervisors). The disparity between the ratings of two-year college supervisors and non-supervisors is very interesting and did not occur on the four-year level. All segments considered regular student attitudes to be less positive than those of the faculty. The indices are fairly homogeneous in the region 3.71 to 3.92. The same pattern of a less positive attitude on the part of regular students, especially four-year students, was previously observed in the project-developed student survey.

The administrators were presented with six positive statements as to the effect of the Act 101 program on their campus. They indicated the extent of their agreement on a five-point scale with 1 = strongly disagree and 5 = agree. On five of the six items, the agreement index exceeded 4.00 (agree). There was general agreement that the program had a positive impact on the college by providing a broader base of students, enhancing its commitment to disadvantaged students, and improving the college developmental education program. There was far less agreement that the ACT 101 program has resulted in a better college-wide testing program. Agreement indices on that item ranged from 3.05 to 3.77.

Administrators were asked to estimate what percent of the current ACT 101 activities would be continued under regular college funding if ACT 101 funds ceased. The responses varied widely. Thirty-three and three-tenths percent (33.3%) of the two-year and 32.2% of the four-year supervisors estimated that at least 60% of the program's activities would be funded locally.

The non-supervisors at the two-year level were more pessimistic (22.3%) while those at the four-year institutions were somewhat more optimistic (38.3%). About 20% of the four-year college administrators believe their school could support less than 20% of the program's current activities.

The general pattern of administrator response indicates an awareness of the ACT 101 program and a high regard for its services and impact. Should ACT 101 funds cease, the colleges would differ greatly in conducting ACT 101 activities with local money. Their responses range from complete replication to abandonment.

TABLE XXXII

COLLEGE/UNIVERSITY ADMINISTRATORS' RESPONSES TO THE ACT 101 SURVEY

	Two-Year Colleges		Four-Year Colleges	
	Supervisors of ACT 101 Program Directors (N=15)	Other Administrators (N=22)	Supervisors of ACT 101 Program Directors (N=38)	Other Administrators (N=62)
Familiarity with the Philosophy, Objectives, Components, Activities of the ACT 101 Program:				
Very Familiar	100.0	81.8	97.4	79.0
Somewhat Familiar	0.0	18.2	2.6	21.0
Slightly Familiar	0.0	0.0	0.0	0.0
Not Familiar	0.0	0.0	0.0	0.0
Evaluation* of the Services Provided by the ACT 101 Program	5.00	4.77	4.84	4.68
Estimated Attitude** of the College's Regular Staff/Faculty Toward ACT 101 Students	4.53	4.04	4.13	4.15
Estimated Attitude** of the College's Regular Students Toward ACT 101 Students	3.92	3.93	3.77	3.71
Extent to Which They Agree*** That:				
The ACT 101 Program has had a positive impact on this College by providing a broader base of students (socially, racially, economically)	4.73	4.40	4.79	4.56
The ACT 101 Program has enhanced this College's commitment to higher education for disadvantaged students.	4.87	4.50	4.89	4.82

TABLE XXXII (CONTINUED)

COLLEGE/UNIVERSITY ADMINISTRATORS' RESPONSES TO THE ACT 101 SURVEY

	Two-Year Colleges		Four-Year Colleges	
	Supervisors of ACT 101 Program Directors (N=15)	Other Administrators (N=22)	Supervisors of ACT 101 Program Directors (N=38)	Other Administrators (N=62)
Extent to Which They Agree*** That:				
The ACT 101 Program has enhanced access by disadvantaged students to this College.	4.64	4.50	4.63	4.69
The ACT 101 Program has increased the marketability of disadvantaged students.	4.67	4.32	4.25	4.50
The ACT 101 Program has enabled this college to improve its Developmental Education (Basic Skills) Program.	4.74	4.36	4.68	4.39
The ACT 101 Program has resulted in a better college-wide testing program.	3.33	3.77	3.58	3.05
Estimate as to What % of Current ACT 101 Activities Would be Continued Under Regular College Funding if ACT 101 Funding Should Cease:				
100%	0.0	5.6	3.2	8.2
80-99%	25.0	11.1	16.1	14.3
60-79%	8.3	5.6	12.9	16.3
40-59%	41.7	33.3	32.2	28.6
20-39%	25.0	33.3	16.1	10.2
Less Than 20%	0.0	11.1	19.3	22.4

*Based on a five-point scale with 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, and 5 = Very Good.
**Based on a five-point scale with 1 = Very Negative, 2 = Negative, 3 = Neutral, 4 = Positive, and 5 = Very Positive.
***Based on a five-point scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

X. CASE STUDIES

Any effort to determine the impact of the ACT 101 program must of necessity focus on such traditional indicators as student attitude, performance, and persistence. While this is appropriate, we can become so enthralled with attrition rates and correlation coefficients that we lose sight of the human and personal aspects of the program. No impact study would be complete if it did not direct some of its attention to the program's effect on specific individual students. In order to determine this impact, each ACT 101 director was asked to briefly describe the program's effects on one or two of its participants.

Well over 100 brief case studies were received, many of them with documentation. The consultants reviewed each case and selected a representative sample for discussion in this chapter.

Many of the students are working in the business/technical area. One female student entered college with total SAT scores below 750. She lived with an unemployed aunt while in school and earned a GPA of 3.09 in industrial engineering. She is currently employed by the Western Electric Company.

Another student entered the program with total SAT scores below 800. He was one of five children and the first of his family to enter college. His GPA in engineering exceeded 3.00 and he received a full scholarship to the Wharton School's MBA program.

A male participant entered the program with a SAT verbal score of 270, math of 370, and a high school rank in the bottom quartile. He was the sole support of his family yet managed to graduate with a GPA of 2.58. He is currently in the Mellon Bank's management program.

Another high risk student participated in the ACT 101 program of a selective university. She did very well in a difficult Accounting program. She secured a coveted internship with a major accounting firm and passed the CPA exam. She is currently employed by the DuPont Corporation.

A similar situation existed for a single mother with an income below $7,000 a year. She managed to complete a dual major in accounting and marketing. She is currently enrolled in the Wharton School's MBA program.

Another success story was simply identified as Jack. He entered college with combined SAT scores of only 620. His parents were deceased and he lived with his sister. Jack earned a 3.59 GPA in Accounting and is now a CPA with Price Waterhouse.

A somehwat extreme case perhaps is that of a prisoner who attended the program under work/release. He completed the GED and earned a 3.76 GPA in Industrial Electronics Power Technology. He is currently employed in a management position by a utility company.

There are many ACT 101 graduates who have gone on to graduate/professional school. A recently graduated male entered college with a combined SAT score of 770 and a high school average of 2.84. He lived with his mother and two siblings on an adjusted annual income of $2,450. He earned an overall GPA of 3.47 and is currently a Fulbright Scholar studying in Germany. He will enter law school upon his return to the U.S.

Brent was the youngest of nine children and entered the ACT 101 program with combined SAT scores of 690. He earned a GPA of 3.44 in Behavioral Science and has since completed his Ph.D. in Psychology at the University of Chicago. He was also a Ford Foundation Fellow.

A male student graduated in the bottom half of his high school class and had combined SAT's below 800. He graduated with a 3.36 average in

Chemistry and co-authored an article published in the Journal of Chemistry and Physics. He was awarded a Bell Laboratories Fellowship and is currently enrolled in Stanford University's Chemistry program.

Two other participants who scored below 800 on the SAT are enrolled in doctoral programs at Temple University and Barry University.

The medical profession has benefitted from the ACT 101 program.

A female student entered college with very low test grades. She had no financial resources and lived in public housing. She earned average grades in a difficult nursing program and is employed as a R.N. at a local hospital.

A slightly different scenario is presented by a young woman who came to college with total SAT scores of 480 and lived in a welfare family of seven. This student graduated with a 2.94 average in Home Economics/ Dietetics and is currently an MBA candidate in Dietetic Administration at St. Joseph's University.

A great number of difficulties were overcome by a young man who was a C+ student in high school and earned a total SAT score of 700. He came from a broken family and was one of few black students in his college. Despite these handicaps, he graduated with a 3.02 GPA and is currently attending the School of Dentistry at the University of Pittsburgh.

The efficacy of ACT 101 services is illustrated by the case of Marie. She entered the Foods and Nutrition program of her college and had a very difficult freshman year. She went to the ACT 101 Reading Specialist who determined that Marie had a visual perception problem which prevented the smooth left to right eye movement necessary for effective reading. When the problem was corrected, her achievement increased to the point that she earned 3.43 and 3.60 GPA's during her last two semesters. She is currently Director of Dietetic Services at a Community Medical Center.

Harvard Medical School is one of the most selective in the nation. One of its current students was an ACT 101 participant from a family whose annual income was $5,400. This young man earned an overall GPA of 3.41 and a 3.62 average in his Natural Science major.

Another male student entered college with an SAT verbal score of 370. He was one of five children and his annual family income was less than $8,300. He earned a 3.88 average in his Biology major and has been accepted by three prestigious graduate schools.

Eileen had no college prep background and had been out of high school several years when she entered the ACT 101 program. She was a single mother on welfare. Eileen managed to complete the nursing program with a 3.45 average. A cum Laude graduate, she was the top student in the nursing class. Eileen is currently a registered nurse in the Intensive Care Unit of a local hospital.

Several ACT 101 graduates are currently attending law school. Linda was the oldest of four children in a poor family. She earned a 3.75 average in Secretarial Science and transferred to Howard University for her bachelor's degree. Linda is currently attending Temple University Law School.

A similar case is illustrated by a young married man who earned an A.A. degree in Liberal Arts. He transferred to Penn State University where he completed his bachelor's degree. He has recently been awarded his third degree by the University of Maryland Law School.

Another young man was one of four children whose annual family income was $6,500. He had combined SAT scores of 920 and graduated with a 2.97 GPA in Political Science/Sociology. This student is currently enrolled in the George Washington University Law School.

One of ACT 101's most rewarding efforts involved a student named Sandra. She was a single parent raising seven children on public assistance. She earned a GED and then proceded through a bachelor's program in Sociology (GPA = 2.74). Sandra was named one of ten "outstanding adult students in higher education" by the Pennsylvania Association for Adult and Continuing Education.

Another success story involves a man who entered college as a 23-year old veteran. He was a triple deficiency student (Math, Reading, English), with a fairly high anxiety level. This student graduated in Electronics Technology with an average grade of 3.60. He began working for IBM at a starting salary of $14,000 a year.

Kim had combined SAT scores of approximately 900 and earned a C+ average at an inner city high school. She grew up in a low income, single parent household. Kim graduated with a 3.00 average in Communications and is currently Producer/Editor of a children's television show.

The final case involves a young man who was in the bottom fifth of his high school graduating class and had a SAT-Verbal score of 250 and Math of 400. He was raised in a very poor single parent household. Despite those problems, he graduated with a 2.56 average in Computer Science. This young man not only rose above his poor economic status but worked diligently to overcome a speech impediment. He is presently a Commissioned Officer in the U.S. Marine Corps.

These are far more success stories than can be included in this chapter. Very few of these events would have occurred if there had been no ACT 101 program.

XI. CONCLUSIONS AND RECOMMENDATIONS

The conclusions warranted by the data and/or consultant observation are as follows.

1) The impact study employed random samples sufficiently large to allow definitive statements about the ACT 101 population.

2) The study focused on student performance, persistence and attitude, alumni attitude and administrator perceptions.

3) The percentage of students who graduated from or are still enrolled in two-year institutions rose from 34.6% of the 1975 entrants to 42.5% of those entering in 1979. These figures are considerably above the national average for two-year institutions.

4) The percentage of two-year college students known to have transferred to four-year colleges has increased from 13.6% in 1975 to 22.6% in 1979.

5) High school grades are better predictors of student achievement and persistence than is high school rank.

6) Students entering the ACT 101 four-year program between 1975 and 1979 have been fairly stable in terms of high school rank ($\approx$ 45th percentile) and total Scholastic Aptitude Test scores ($\approx$ 680).

7) Those students entering four-year ACT 101 programs in 1975 and 1979 were significantly below the U.S. average in achievement/aptitude but managed to graduate in proportions higher than the national average for four-year colleges.

8) There appears to be an upward trend in the attrition of four-year college students. Over 40% of the 1979 cohort has already left the college of first enrollment.

9) In the 1975 and 1977 cohorts, females tended to outperform males in terms of GPA and persistence.

10) There is a tendency for ACT 101 attrition to be deferred. The 1979 cohort lost 12.2% of its students between the sophomore and junior year.

11) Mathematics, the Natural Sciences, and Engineering have not been popular majors for ACT 101 students. Business/Commerce is very popular.

12) The percentage of four-year graduates known to have entered graduate/professional school rose from 4.5% in 1979 (1975 cohort) to 6.0% in 1981 (1977 cohort).

13) The performance/persistence of the four-year ACT 101 students is predicted fairly well by such traditional measures as SAT scores and average high school grades. The correlations are similar to those of the general college population which is surprising given the reduced variance in the ACT 101 population. High school rank, however, is a relatively weak predictor with this group.

14) ACT 101 students make more use of college services such as advisement, counseling, etc., than does the national norm group. They also tend to rate those services much higher than the norm group, especially those services that constitute the core of the ACT 101 program.

15) ACT 101 students in four-year colleges are more negative than the norm group on attitude of faculty toward students and racial harmony at their college.

16) Black ACT 101 students were less positive than their white counterparts on 94% of the ACT Student Survey items.

17) The attitude of ACT 101 alumni toward their college experiences is more positive than that of U.S. alumni in general. They also consider themselves better prepared to continue their education.

18) The most popular alumni occupations are Business/Commerce, Elementary Education, and Social Work. The typical starting salary (in 1981) was in the $9,000 to $12,000 range.

19) ACT 101 student evaluation of the overall program was midway between "good" and "very good."

20) Administrators on the various campuses are well aware of the ACT 101 program and are highly supportive of it. They see it as having a significant positive impact on their schools.

21) The case studies revealed that ACT 101 program graduates are currently attending law, medical, dental, and graduate schools. They are also working as accountants, engineers, social workers, military officers, etc. Scholarships from the Ford Foundation, Bell Laboratories, the Fullbright Fund, etc., have also been received.

It would appear that the achievement, persistence, attitude, etc., of ACT 101 participants is at a much higher level than would be expected in the absence of such a treatment.

While the reader is encouraged to formulate his/her own course of action, the following recommendations are advanced.

1) This study used sampling techniques to describe the total ACT 101 program. It is not capable of saying anything definitive about the individual campus components. The 67 participating schools are encouraged to conduct periodic evaluations using similar variables. Establishing the validity of admission criteria is particularly important.

2) While this study's participation rate was high, there were a significant number of schools which submitted late and/or incomplete data forms. These colleges should improve their record keeping/retrieval systems and follow-up activities.

3) The individual schools should determine if there has been any change in student attrition rates and patterns. The problem of delayed attrition is especially worthy of study.

4) Steps should be taken to recruit and retain students who are interested in Mathematics, the Natural Sciences, Engineering, etc. These areas are currently underrepresented.

5) ACT 101 students perceived faculty and regular student attitudes toward them as being less positive than the other aspects of their environment. While these attitudes are not hostile or negative, they are seen as less supportive than they might be. Each component college should investigate this area.

6) The tendency for black students to be more negative than whites toward college services, aspects, and components should also be examined and remedied. While attitudinal differences of this nature exist on the national level they are somewhat more pronounced with the ACT 101 population.

7) The idea of forming a state ACT 101 alumni association should be considered. They are a strong positive force which could be of great assistance.

8) The ACT 101 program is a very cost-effective method of enhancing the educational opportunity of high risk students. It works and is worthy of adequate support levels.

APPENDIX A

For Each of the Semesters Listed, Indicate Enrollment Status and Performance

Fall, 1976	Spring, 1977	Fall, 1977	Spring, 1978	Fall, 1978	Spring, 1979	Fall, 1979	Spring, 1980
Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____
Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____
Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____
Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____
Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____
Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____
Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____
Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____
Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____
Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____
Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____
Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____
Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____	Enrolled?_____
Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____	Major?_____
Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____	Cum. GPA?_____
Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____	Full-Time Student?_____

ACT 101 IMPACT STUDY

STUDENTS ENTERING IN THE SUMMER OR FALL OF 1975

Last Four Digits of Social Security #	Sex (Male or Female)	SAT Verbal	SAT Math	High School Rank	High School Average (4-point System)	Summer or Fall Starting Date?	American College Test Scores			For Each of the Semesters Listed, Indicate Enrollment Status and Performance. Fall, 1975	Spring, 1976
							English	Math	Composit	Enrolled? Major? Cum. GPA? Full-Time Student?	Enrolled? Major? Cum. GPA? Full-Time Student?
										Enrolled? Major? Cum. GPA? Full-Time Student?	Enrolled? Major? Cum. GPA? Full-Time Student?
										Enrolled? Major? Cum. GPA? Full-Time Student?	Enrolled? Major? Cum. GPA? Full-Time Student?
										Enrolled? Major? Cum. GPA? Full-Time Student?	Enrolled? Major? Cum. GPA? Full-Time Student?

...ate from Your College? (Yes or No)	Major Reason Why Student Did Not Graduate (Omit This Item For All Graduates)	Did the Student Transfer to Another College? (Yes, No, or ?)	Did the Student Secure Employment After Leaving Your School? (Yes, No, or ?)	Did the Student Attend Graduate or Professional School Since Graduation? (Yes, No, or ?)	If Applicable, Please Indicate Graduate or Professional School Attended (i.e., Temple Dental School)
		If "Yes," what College? _____ Did they graduate from that College? _____	If "Yes," what type of employment? _____		
		If "Yes," what College? _____ Did they graduate from that College? _____	If "Yes," what type of employment? _____		
		If "Yes," what College? _____ Did they graduate from that College? _____	If "Yes," what type of employment? _____		
		If "Yes," what College? _____ Did they graduate from that College? _____	If "Yes," what type of employment? _____		

APPENDIX B

STUDENT OPINION SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response to each item.

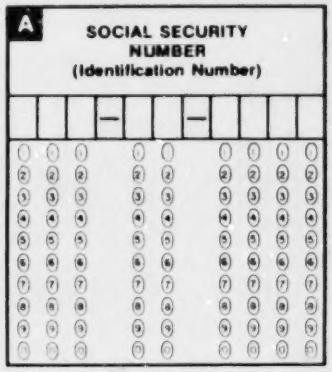
PAGE 1

USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A — SOCIAL SECURITY NUMBER (Identification Number)



B — AGE

- 18 or Under
- 19
- 20
- 21
- 22
- 23 to 25
- 26 to 29
- 30 to 39
- 40 to 61
- 62 or Over

C — RACIAL/ETHNIC GROUP

- Afro-American/Black
- American Indian or Alaskan Native
- Caucasian-American/White
- Mexican-American/Chicano
- Asian-American, Oriental, or Pacific Islander
- Puerto Rican, Cuban, or Other Hispanic Origin
- Other
- Prefer Not to Respond

D — INDICATE YOUR CLASS LEVEL AT THIS COLLEGE

- Freshman
- Sophomore
- Junior
- Senior
- Graduate or Professional Student
- Special Student
- Other/Unclassified
- Does Not Apply to This College

E — FOR WHAT PURPOSE DID YOU ENTER THIS COLLEGE? (Select Only One)

- No Definite Purpose in Mind
- To Take a Few Job-Related Courses
- To Take a Few Courses for Self-Improvement
- To Take Courses Necessary for Transferring to Another College
- To Obtain or Maintain a Certification
- To Complete a Vocational/Technical Program
- To Obtain an Associate Degree
- To Obtain a Bachelor's Degree
- To Obtain a Master's Degree
- To Obtain a Doctorate or a Professional Degree

F — SEX

- Male
- Female

G — MARITAL STATUS

- Unmarried (Including Single, Divorced, and Widowed)
- Married
- Separated
- Prefer Not to Respond

H — INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED

- 0 or Only Occasional Jobs
- 1 to 10
- 11 to 20
- 21 to 30
- 31 to 40
- Over 40

I — WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS COLLEGE?

- Full-Time Student
- Part-Time Student

J — WHAT TYPE OF TUITION DO YOU PAY AT THIS COLLEGE?

- In-State Tuition
- Out-of-State Tuition
- Does Not Apply to This College

K — WHAT IS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?

- In-State Student
- Out-of-State Student
- International Student (Not U.S. Citizen)

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L — WHAT TYPE OF SCHOOL DID YOU ATTEND JUST PRIOR TO ENTERING THIS COLLEGE?

- High School
- Vocational/Technical School
- 2-Year College
- 4-Year College or University
- Graduate/Professional College
- Other

M — INDICATE YOUR CURRENT COLLEGE RESIDENCE

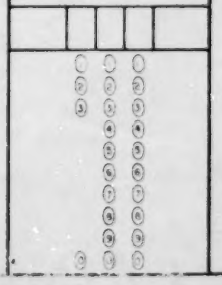
- College Residence Hall
- Fraternity or Sorority House
- College Married Student Housing
- Off-Campus Room or Apartment
- Home of Parents or Relatives
- Own Home
- Other

N — DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.)

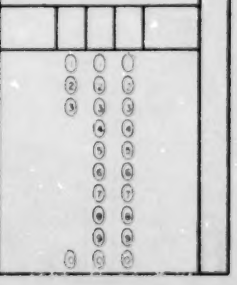
- Yes
- No

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR COLLEGE MAJOR AND YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS O AND P, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE MAJOR, SELECT THE ONE CODE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

O — INDICATE YOUR COLLEGE MAJOR



P — INDICATE YOUR OCCUPATIONAL CHOICE



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DO NOT TEAR OR STAPLE THIS FORM

SECTION II—COLLEGE SERVICES

For each service (or program) listed below, indicate whether or not you have used the service, and if you have used the service, your level of satisfaction with the service. If a service is not offered at this college, mark "Not Available at This College" and leave part B blank. If a service is offered but you have not used it, mark "I Have Not Used This Service" and also leave part B blank. Indicate your level of satisfaction (part B) only if you HAVE used the service.

PART A: USAGE			COMPLETE PART B ONLY IF YOU HAVE USED THE SERVICE →	PART B: LEVEL OF SATISFACTION				
NOT AVAILABLE AT THIS COLLEGE	I HAVE **NOT** USED THIS SERVICE	I **HAVE** USED THIS SERVICE	COLLEGE SERVICE OR PROGRAM	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
0	0	0	1. Academic advising services	0	0	0	0	0
0	0	0	2. Personal counseling services	0	0	0	0	0
0	0	0	3. Career planning services	0	0	0	0	0
0	0	0	4. Job placement services	0	0	0	0	0
0	0	0	5. Recreational and intramural programs and services	0	0	0	0	0
0	0	0	6. Library facilities and services	0	0	0	0	0
0	0	0	7. Student health services	0	0	0	0	0
0	0	0	8. Student health insurance program	0	0	0	0	0
0	0	0	9. College-sponsored tutorial services	0	0	0	0	0
0	0	0	10. Financial aid services	0	0	0	0	0
0	0	0	11. Student employment services	0	0	0	0	0
0	0	0	12. Residence hall services and programs	0	0	0	0	0
0	0	0	13. Food services	0	0	0	0	0
0	0	0	14. College-sponsored social activities	0	0	0	0	0
0	0	0	15. Cultural programs	0	0	0	0	0
0	0	0	16. College orientation program	0	0	0	0	0
0	0	0	17. Credit-by-examination program (PEP, CLEP, etc.)	0	0	0	0	0
0	0	0	18. Honors programs	0	0	0	0	0
0	0	0	19. Computer services	0	0	0	0	0
0	0	0	20. College mass transit services	0	0	0	0	0
0	0	0	21. Parking facilities and services	0	0	0	0	0
0	0	0	22. Veterans services	0	0	0	0	0
0	0	0	23. Day care services	0	0	0	0	0

PAGE 3

MAKE NO STRAY MARKS ON THIS FORM

SECTION III—COLLEGE ENVIRONMENT

Please blacken the oval indicating your level of satisfaction with each of the following aspects of this college. If any item is not applicable to you or to this college, fill in the oval in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
ACADEMIC	1. Testing/grading system	○	○	○	○	○	○
	2. Course content in your major field	○	○	○	○	○	○
	3. Instruction in your major field	○	○	○	○	○	○
	4. Out-of-class availability of your instructors	○	○	○	○	○	○
	5. Attitude of the faculty toward students	○	○	○	○	○	○
	6. Variety of courses offered by this college	○	○	○	○	○	○
	7. Class size relative to the type of course	○	○	○	○	○	○
	8. Flexibility to design your own program of study	○	○	○	○	○	○
	9. Availability of your advisor	○	○	○	○	○	○
	10. Value of the information provided by your advisor	○	○	○	○	○	○
	11. Preparation you are receiving for your future occupation	○	○	○	○	○	○
ADMISSIONS	12. General admissions procedures	○	○	○	○	○	○
	13. Availability of financial aid information prior to enrolling	○	○	○	○	○	○
	14. Accuracy of college information you received before enrolling	○	○	○	○	○	○
	15. College Catalog/admissions publications	○	○	○	○	○	○
RULES & REGULATIONS	16. Student voice in college policies	○	○	○	○	○	○
	17. Rules governing student conduct at this college	○	○	○	○	○	○
	18. Residence hall rules and regulations	○	○	○	○	○	○
	19. Academic probation and suspension policies	○	○	○	○	○	○
	20. Purposes for which student activity fees are used	○	○	○	○	○	○
	21. Personal security/safety at this campus	○	○	○	○	○	○

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
FACILITIES	22. Classroom facilities	○	○	○	○	○	○
	23. Laboratory facilities	○	○	○	○	○	○
	24. Athletic facilities	○	○	○	○	○	○
	25. Study areas	○	○	○	○	○	○
	26. Student union	○	○	○	○	○	○
	27. Campus bookstore	○	○	○	○	○	○
	28. Availability of student housing	○	○	○	○	○	○
	29. General condition of buildings and grounds	○	○	○	○	○	○
REGISTRATION	30. General registration procedures	○	○	○	○	○	○
	31. Availability of the courses you want at times you can take them	○	○	○	○	○	○
	32. Academic calendar for this college	○	○	○	○	○	○
	33. Billing and fee payment procedures	○	○	○	○	○	○
GENERAL	34. Concern for you as an individual	○	○	○	○	○	○
	35. Attitude of college nonteaching staff toward students	○	○	○	○	○	○
	36. Racial harmony at this college	○	○	○	○	○	○
	37. Opportunities for student employment	○	○	○	○	○	○
	38. Opportunities for personal involvement in campus activities	○	○	○	○	○	○
	39. Student government	○	○	○	○	○	○
	40. Religious activities and programs	○	○	○	○	○	○
	41. Campus media (student newspaper, campus radio, etc.)	○	○	○	○	○	○
	42. This college in general	○	○	○	○	○	○

DO NOT TEAR OR STAPLE THIS FORM

SECTION IV—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L

SECTION V—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

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DO NOT WRITE BELOW THIS LINE.

APPENDIX C

BEST COPY AVAILABLE

FORM NO 7388

ALUMNI SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Do not mark more than ONE response per item unless you are instructed to do so.

PAGE 1 USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A — SOCIAL SECURITY NUMBER (Identification Number)

B — AGE

- 20 or under
- 21 or 22
- 23 or 24
- 25 or 26
- 27 to 29
- 30 to 39
- 40 to 61
- 62 or over

C — RACIAL/ETHNIC GROUP

- Afro-American/Black
- American Indian or Alaskan Native
- Caucasian-American/White
- Mexican-American/Chicano
- Asian-American, Oriental, or Pacific Islander
- Puerto Rican, Cuban, or Other Hispanic Origin
- Other
- Prefer Not to Respond

D — HOW MANY YEARS HAS IT BEEN SINCE YOU GRADUATED FROM THIS COLLEGE? (To the Nearest Year)

- Less Than 1 Year
- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5 to 9 Years
- 10 or More Years

E — INDICATE THE HIGHEST DEGREE YOU NOW HOLD

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctor's Degree
- Professional Degree
- Other

F — INDICATE YOUR MAJOR AT THIS COLLEGE

Using the List of College Majors and Occupational Choices included with this questionnaire, find the 3-digit code for your college major, write it in the boxes above and then blacken the appropriate oval in the column below each box.

G — SEX

- Male
- Female

H — WHAT WAS YOUR PRIMARY ENROLLMENT STATUS AT THIS COLLEGE?

- Full-Time Student
- Part-Time Student

I — WERE YOU MARRIED AT THE TIME YOU ATTENDED THIS COLLEGE?

- Yes
- No

J — WHAT WAS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?

- In-State Student
- Out-of-State Student
- International Student (Not U S Citizen)

K — HOW MANY YEARS DID YOU ATTEND THIS COLLEGE (To the Nearest Year)

- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5 or More Years

L — WHERE DO YOU CURRENTLY LIVE?

- In the State in Which This College Is Located
- In Another State or Country

M — DO YOU PLAN TO ATTEND THIS COLLEGE IN THE FUTURE?

- Yes
- Undecided
- No

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SECTION II—CONTINUING EDUCATION

Complete this section only if you have continued your formal education since graduating from this college. If you have not, skip to Section III.

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A — WHAT IS THE MAJOR REASON YOU CONTINUED YOUR EDUCATION? (Mark Only ONE Oval)

- To Satisfy Job/Career Requirements
- To Learn a New Occupation
- To Increase Earning Power
- To Obtain or Maintain a License or Certification
- For General Self-Improvement
- Other

B — MAJOR AREA OF STUDY SINCE GRADUATING FROM THIS COLLEGE

Use the List of College Majors and Occupational Choices to indicate your most recent area of study

C — HOW WELL DID THIS COLLEGE PREPARE YOU FOR YOUR CONTINUING EDUCATION?

- Exceptionally Well
- More Than Adequately
- Adequately
- Less Than Adequately
- Very Poorly

D — WHAT IS THE HIGHEST DEGREE YOU PLAN TO OBTAIN?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctor's Degree
- Professional Degree
- Other
- I Do Not Plan to Obtain Another Degree

E — HOW MANY CREDIT HOURS HAVE YOU EARNED SINCE GRADUATING FROM THIS COLLEGE?

- 10 or Fewer
- 11 to 20
- 21 to 30
- 31 to 40
- 41 to 50
- 51 to 60
- Over 60
- I Am Not Taking Courses for Credit

F — WHAT HAS BEEN YOUR PRIMARY ENROLLMENT STATUS DURING YOUR CONTINUING EDUCATION?

- Full-Time Student
- Part-Time Student

DO NOT TEAR OR STAPLE THIS FORM

SECTION III—COLLEGE EXPERIENCES

Please complete each of the following questions related to your education at this college.

A **INDICATE YOUR RATING OF THIS COLLEGE AT THE TIME YOU APPLIED FOR ADMISSION**

- O It Was My First Choice
- O It Was My Second Choice
- O It Was My Third Choice
- O It Was My Fourth Choice or Lower

B **IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND THIS COLLEGE?**

- O Definitely Yes
- O Probably Yes
- O Uncertain
- O Probably No
- O Definitely No

C **IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO GRADUATE WITH THE SAME MAJOR?**

- O Definitely Yes
- O Probably Yes
- O Uncertain
- O Probably No
- O Definitely No

D **HOU WOULD YOU COMPARE THE QUALITY OF EDUCATION PROVIDED AT THIS COLLEGE WITH THAT OF OTHER COLLEGES?**

- O Better
- O About the Same
- O Worse
- O Unable to Judge

E **REGARDLESS OF THE FINANCIAL BENEFITS, HAS YOUR COLLEGE EDUCATION IMPROVED THE QUALITY OF YOUR LIFE?**

- O Definitely Yes
- O Probably Yes
- O Uncertain
- O Probably No
- O Definitely No

F **WHAT WAS YOUR PRIMARY REASON FOR ATTENDING THIS COLLEGE? (Blacken Only ONE Oval)**

- O Cost
- O Admissions Standards
- O Size
- O Social Atmosphere
- O Location
- O Type of Programs Available
- O Academic Reputation
- O Availability of Scholarship or Financial Aid
- O Advice of Parents or Relatives
- O Advice of High School Personnel
- O To Be with Friends
- O Other

G **INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR SOURCE, MINOR SOURCE, OR NOT A SOURCE OF FUNDS FOR YOUR COLLEGE EDUCATION**

MAJOR SOURCE	MINOR SOURCE	NOT A SOURCE	
O	O	O	Parents or Relatives
O	O	O	Personal Savings
O	O	O	Summer Employment
O	O	O	Employment at College
O	O	O	Spouse
O	O	O	VA Benefits
O	O	O	Social Security Benefits
O	O	O	Student Loans (NDSL, etc.)
O	O	O	Scholarships
O	O	O	Educational Grants (BEOG, SEOG, etc.)

H **RATE EACH OF THE FOLLOWING ALUMNI ASSOCIATION PROGRAMS AND SERVICES AT THIS COLLEGE**

VERY GOOD	FAIR	POOR	NO OPINION	DOES NOT APPLY	
O	O	O	O	O	Publications
O	O	O	O	O	Homecoming Activities
O	O	O	O	O	Fund Raising Programs
O	O	O	O	O	Chapter Meetings
O	O	O	O	O	Tour Programs

I **HOW MUCH DID YOUR EDUCATION AT THIS COLLEGE CONTRIBUTE TO YOUR PERSONAL GROWTH IN EACH OF THE FOLLOWING AREAS?**

VERY MUCH	SOMEWHAT	VERY LITTLE	
O	O	O	1. Writing effectively
O	O	O	2. Speaking effectively
O	O	O	3. Understanding written information
O	O	O	4. Working independently
O	O	O	5. Managing personal/family finances
O	O	O	6. Learning on your own
O	O	O	7. Understanding graphic information
O	O	O	8. Using the library
O	O	O	9. Following directions
O	O	O	10. Understanding consumer issues
O	O	O	11. Caring for your own physical and mental health
O	O	O	12. Working cooperatively in a group
O	O	O	13. Organizing your time effectively
O	O	O	14. Recognizing your rights, responsibilities, and privileges as a citizen
O	O	O	15. Planning and carrying out projects
O	O	O	16. Understanding and applying mathematics in your daily activities
O	O	O	17. Understanding different philosophies and cultures
O	O	O	18. Persisting at difficult tasks
O	O	O	19. Defining and solving problems
O	O	O	20. Understanding the interaction of man and the environment
O	O	O	21. Leading/guiding others
O	O	O	22. Recognizing assumptions, and making logical inferences, and reaching correct conclusions
O	O	O	23. Understanding and appreciating the arts
O	O	O	24. Understanding and applying scientific principles and methods

BEST COPY AVAILABLE

SECTION IV—EMPLOYMENT HISTORY

Please respond to the following questions related to your employment since you graduated from this college. Complete **only** the parts of this section that apply to you.

PART A: TO BE COMPLETED BY ALL ALUMNI

A WHICH OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE CURRENTLY DOING? (Blacken Only ONE Oval)

- Employed Full Time
- Employed Part Time
- Self-Employed (Farm or Business Owner, etc.)
- Serving in the Armed Forces
- Continuing My Education
- Employed and Continuing My Education
- Caring for a Home/Family
- Unemployed
- Other

PART B: COMPLETE THE FOLLOWING QUESTIONS ONLY IF YOU HAVE EVER HELD A *FULL-TIME* JOB SINCE GRADUATING FROM THIS COLLEGE

B FROM WHICH SOURCE DID YOU LEARN ABOUT THE FIRST JOB YOU HELD AFTER GRADUATING FROM THIS COLLEGE? (Blacken Only ONE Oval)

- College Placement Office
- College Counselor/Adviser
- Faculty at the College
- Parent or Relative
- Newspaper/Trade Publication
- Professional Meeting
- Another Student/Friend
- Recruited by Employer
- Public/Private Employment Agency
- Other

C INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR PROBLEM, MINOR PROBLEM, OR NOT A PROBLEM IN OBTAINING YOUR FIRST JOB AFTER GRADUATION

	MAJOR PROBLEM	MINOR PROBLEM	NOT A PROBLEM
Deciding What I Wanted to Do	○	○	○
Knowing How to Find Job Openings	○	○	○
Scheduling Interviews	○	○	○
Writing a Resume, Vita, or Letter of Introduction	○	○	○
Finding a Job That Paid Enough	○	○	○
Completing Job Applications	○	○	○
Finding a Job for Which I Was Trained	○	○	○
Finding a Job Where I Wanted to Live	○	○	○
Finding the Kind of Job I Wanted	○	○	○
Race/Sex Discrimination	○	○	○

D WHAT WAS YOUR ANNUAL SALARY/INCOME IN THE FIRST JOB YOU HELD AFTER COLLEGE?

- Less than $6,000
- $6,000 to $8,999
- $9,000 to $11,999
- $12,000 to $14,999
- $15,000 to $17,999
- $18,000 to $20,999
- $21,000 to $23,999
- $24,000 to $26,999
- $27,000 to $29,999
- $30,000 to $39,999
- $40,000 to $50,000
- Over $50,000

PART B: CONTINUED

E HOW LONG DID IT TAKE YOU TO OBTAIN YOUR FIRST FULL-TIME JOB AFTER LEAVING THIS COLLEGE?

- Obtained the Job Prior to Leaving College
- Less Than One Month
- 1 to 3 Months
- 4 to 6 Months
- 7 to 12 Months
- Over 12 Months

F INDICATE THE NUMBER OF FULL-TIME JOBS YOU HAVE HELD SINCE LEAVING THIS COLLEGE

- 1
- 2
- 3
- 4
- 5 or More

PART C: COMPLETE THESE QUESTIONS ONLY IF YOU ARE *CURRENTLY UNEMPLOYED*

G INDICATE THE PRIMARY REASON YOU ARE NOW UNEMPLOYED

- Have Been Unable to Find a Full-Time Job Since College
- Was Laid Off by Employer
- Quit to Find Another Job
- Health/Personal Reasons
- Do Not Desire Employment at This Time
- Other

H HOW LONG HAVE YOU ACTIVELY BEEN SEEKING EMPLOYMENT?

- Not Seeking Employment
- Less Than 1 Month
- 1 to 3 Months
- 4 to 6 Months
- 7 to 12 Months
- Over 12 Months

I HAVE YOU SOUGHT HELP FROM THIS COLLEGE'S PLACEMENT OFFICE?

- Yes, It Has Been Helpful
- Yes, but It Has Not Been Helpful
- No

PART D: COMPLETE THESE QUESTIONS ONLY IF YOU ARE *CURRENTLY EMPLOYED*

J INDICATE YOUR CURRENT OCCUPATION

Use the List of College Majors and Occupational Choices to indicate your most recent area of study

①	①	①
②	②	②
③	③	③
	④	④
	⑤	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

K WHAT IS YOUR CURRENT ANNUAL SALARY/INCOME?

- Less than $6,000
- $6,000 to $8,999
- $9,000 to $11,999
- $12,000 to $14,999
- $15,000 to $17,999
- $18,000 to $20,999
- $21,000 to $23,999
- $24,000 to $26,999
- $27,000 to $29,999
- $30,000 to $39,999

L HOW WELL DID THIS COLLEGE PREPARE YOU FOR YOUR PRESENT OCCUPATION?

- Very Well
- Adequately
- Poorly
- Not at All

M HOW CLOSELY RELATED IS YOUR CURRENT OCCUPATION TO YOUR MAJOR AT THIS COLLEGE?

- Highly Related
- Moderately Related
- Slightly Related
- Not Related

N DO YOU FEEL YOU ARE CURRENTLY UNDEREMPLOYED?

- Yes
- No

O INDICATE YOUR SATISFACTION WITH THE FOLLOWING ASPECTS OF YOUR PRESENT JOB

	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
Challenge	○	○	○	○	○
Location	○	○	○	○	○
Salary and Benefits	○	○	○	○	○
Advancement Potential	○	○	○	○	○
[illegible] Conditions	○	○	○	○	○

USE A SOFT LEAD PENCIL ONLY

MAKE NO STRAY MARKS ON THIS FORM

SECTION V—OPTIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no optional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L		L	L						L								L			L		L		L				L

SECTION VI—MAILING ADDRESSES

PLEASE PRINT YOUR NAME AND CURRENT ADDRESS ON THE LINES PROVIDED BELOW.

First Name MI Maiden Name Last Name

Street Address/P.O. Box

City

State Zip Code

PLEASE PRINT THE NAME AND ADDRESS OF SOMEONE WHO CAN FORWARD MAIL TO YOU, SHOULD YOU MOVE.

Name

Street Address/P.O. Box

City

State Zip Code

PLEASE PRINT YOUR CURRENT BUSINESS ADDRESS ON THE LINES PROVIDED BELOW.

Name of Organization

Street Address/P.O. Box

City

State Zip Code

SECTION VII—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.

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APPENDIX D

ACT 101 IMPACT STUDY

STUDENT SURVEY

This survey is part of a State-wide study to determine the impact of ACT 101 programs in Pennsylvania. The study uses a small sample of students from each College having an ACT 101 program. As a part of that sample, your participation is very important. Please complete the form by checking the appropriate answer. Your assistance may well result in better ACT 101 programs throughout the State. Do not put your name on this form. When completed, seal the form in the envelope provided and return it to the ACT 101 Coordinator.

PART A

1) Sex

Male _____
Female ____

2) Age

18 or Less ____
19 ____
20 ____
21 ____
Over 21 ____

3) Class Level

Freshman ____
Sophomore ____
Junior ____
Senior ____
Other ____

4) Please write your College Major on the Line Below.

_____

5) How many hours per week are you currently employed? (On and off campus)

0 (Not Working) ____
1 to 10 ____
11 to 20 ____
21 to 30 ____
Over 31 ____

6) Did any other member of your immediate family (Parents, Brothers, or Sisters) attend College?

Yes ____
No ____

PART B

This section contains a variety of services typically offered by the College's ACT 101 program. You are asked to rate each service on a five-point scale from Very Satisfied to Very Dissatisfied. Check the last position item if you have not used the service. Please focus on ACT 101 services, not those available to the entire student body.

ACT 101 Service	RATING (Please Check) Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Did Not Use Service
7) Academic Counseling	_____	_____	_____	_____	_____	_____
8) Personal Counseling	_____	_____	_____	_____	_____	_____
9) Financial Counseling	_____	_____	_____	_____	_____	_____
10) Career Counseling	_____	_____	_____	_____	_____	_____
11) Math/Science Tutoring	_____	_____	_____	_____	_____	_____
12) Writing Tutoring	_____	_____	_____	_____	_____	_____
13) Reading Tutoring	_____	_____	_____	_____	_____	_____
14) Orientation Program	_____	_____	_____	_____	_____	_____
15) Pre-College Summer Program	_____	_____	_____	_____	_____	_____

PART C

16. Would you have attended College were it not for the ACT 101 program? Yes _____ No _____ Maybe _____

17) How would you describe the attitude of the College's staff/faculty (not ACT 101 staff) toward ACT 101 students?

Very Positive _____

Positive _____

Neutral _____

Negative _____

Very Negative _____

18) How would you describe the attitude of the College's students (not ACT 101) toward ACT 101 students?

Very Positive _____

Positive _____

Neutral _____

Negative _____

Very Negative _____

19) Do you intend to pursue a higher degree after leaving this college? Yes _____ No _____ Maybe _____

20) What occupation or job would you like to enter when you leave college? _____

21) What is your overall evaluation of the ACT 101 program in which you are enrolled?

Very Good _____ Good _____ Fair _____ Poor _____ Very Poor _____

22) Any comment you care to make about the ACT 101 program? _____

_____

_____

_____

APPENDIX E

ACT 101 IMPACT STUDY

ADMINISTRATOR SURVEY

This survey is part of a State-wide study to determine the impact of ACT 101 programs in Pennsylvania. The impressions of senior administrators on the various campuses are an important part of that study. Please take the few minutes necessary to complete this form. Seal it in the envelope provided and return it to the ACT 101 Coordinator who will forward it for central processing. The data will be analyzed as a total system with no individual colleges being identified. Your assistance is appreciated.

1) What is your position at this College? _____

2) Are you the immediate supervisor of the ACT 101 Program Director? Yes _____ No _____

3) How familiar are you with the philosophy, objectives, components, activities, etc., of the ACT 101 program on your campus?

Very Familiar _____
Somewhat Familiar _____
Slightly Familiar _____
Not Familiar _____

4) How would you rate the services (counseling, tutoring, etc.) provided by the ACT 101 program on your campus?

Very Good _____
Good _____
Fair _____
Poor _____
Very Poor _____

5) How would you describe the attitude of the College's regular staff/faculty (not ACT 101 staff) toward ACT 101 students?

Very Positive _____
Positive _____
Neutral _____
Negative _____
Very Negative _____
Unknown _____

6) How would you describe the attitude of the College's regular students (not ACT 101) toward ACT 101 students?

Very Positive _____
Positive _____
Neutral _____
Negative _____
Very Negative _____
Unknown _____

7) In the event that ACT 101 funding should cease, what percentage of current ACT 101 activities would be continued under regular College funding?

100% _____ 80-99% _____ 60-79% _____ 40-59% _____ 20-39% _____ Less Than 20% _____

This section consists of a series of statements about the ACT 101 program on your campus. Please indicate the extent of your agreement using a five-point scale ranging from Strongly Agree to Strongly Disagree.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8) The ACT 101 Program has had a positive impact on this College by providing a broader base of students (socially, racially, economically)	_____	_____	_____	_____	_____
9) The ACT 101 Program has enhanced this College's commitment to higher education for disadvantaged students.	_____	_____	_____	_____	_____
10) The ACT 101 Program has enhanced access by disadvantaged students to this College.	_____	_____	_____	_____	_____
11) The ACT 101 Program has increased the marketability of disadvantaged students.	_____	_____	_____	_____	_____
12) The ACT 101 Program has enabled this college to improve its Developmental Education (Basic Skills) Program.	_____	_____	_____	_____	_____
13) The ACT 101 Program has resulted in a better college-wide testing program.	_____	_____	_____	_____	_____

ANY COMMENTS REGARDING THE ACT 101 PROGRAM ON YOUR CAMPUS? _____